

# *National Parent-Teacher*

THE P.T.A. MAGAZINE



October 1957

# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

## P. T. A. MEMBERSHIP BY STATES

*Membership  
of the National  
Congress  
of Parents and  
Teachers, as of  
April 15, 1957, is  
10,694,474*

Alabama.....	190,450	Louisiana.....	101,302	Pennsylvania.....	536,564
Arizona.....	72,571	Maine.....	28,276	Rhode Island.....	50,977
Arkansas.....	123,722	Maryland.....	169,007	South Carolina.....	89,067
California.....	1,632,798	Massachusetts.....	136,230	South Dakota.....	34,318
Colorado.....	155,916	Michigan.....	366,580	Tennessee.....	300,186
Connecticut.....	139,868	Minnesota.....	233,010	Texas.....	607,544
Delaware.....	30,651	Mississippi.....	78,354	Utah.....	98,305
D. C.....	44,157	Missouri.....	233,088	Vermont.....	22,710
Florida.....	294,053	Montana.....	32,927	Virginia.....	242,295
Georgia.....	230,892	Nebraska.....	67,024	Washington.....	214,030
Hawaii.....	69,337	Nevada.....	20,168	West Virginia.....	104,007
Idaho.....	51,960	New Hampshire.....	23,128	Wisconsin.....	135,032
Illinois.....	654,654	New Jersey.....	410,449	Wyoming.....	14,459
Indiana.....	243,986	New Mexico.....	39,387	Unorganized Territory..	17,475*
Iowa.....	145,632	New York.....	479,743		
Kansas.....	182,596	North Carolina.....	335,993	Total.....	10,694,474
Kentucky.....	170,490	North Dakota.....	40,834		
		Ohio.....	698,530		
		Oklahoma.....	172,014		
		Oregon.....	127,728		

\* Alaska was organized as a state branch April 24, 1957, with a membership of 6,336.

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# National Parent-Teacher

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# Contents FOR OCTOBER 1957

The President's Message  
Knock on Every Door..... Ethel G. Brown 3

## ARTICLES

Asian Flu—What You Can Do About It..... Leroy E. Burney, M.D. 4  
Ten-Point Protection Against Molesters  
Thaddeus P. Krush, M.D., and Nancy L. Dorner 7  
Shall We Change the School Calendar?..... 12  
Home-grown Character Traits..... Ruth Strang 15  
What Young People Can't Talk Over with Their Parents  
Marvin C. Dubbé 18  
On Being Human..... Ashley Montagu 24  
Of Dollars, Budgets, and Hope ..... 27  
The P.T.A.—Spokesman for Children, Part II..... Arthur F. Corey 28

## FEATURES

Worth a Try ..... 11  
What's Happening in Education?..... William D. Boutwell 21  
Notes from the Newsfront ..... 23  
Ideas at Your Service ..... National Chairmen 31  
Poetry Lane..... 31  
Motion Picture Previews ..... 32  
Growing Up in Modern America: Study-Discussion Programs  
Ruth Strang, Bess Goodykoontz, and Evelyn Millis Duvall 36  
P.T.A. Projects and Activities ..... Igor de Lissovoy 39  
Design..... 39  
Cover..... Luoma Photos

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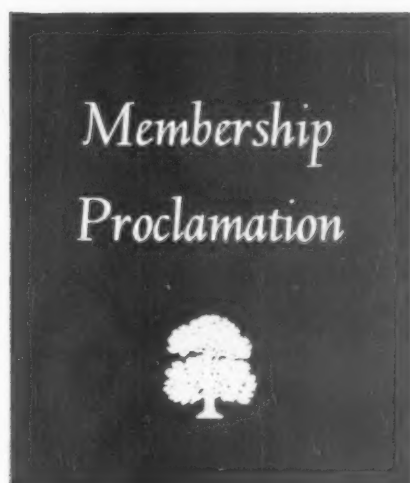




**P**roud we are, too, that the P.T.A. knocks on every door of American military personnel and their families stationed abroad. One of the most vigorous door knockers is Major Howard J. Funston, third vice-president of the European Congress of American Parents and Teachers, who brought greetings to the delegates at the annual P.T.A. convention last May. Several weeks later he and Mrs. Rollin Brown, our national president, met again during a P.T.A. conference at Augsburg, Germany. Here we see the major (left) and Mrs. Brown (second from right) relaxing a few moments with Anne Reynolds, vice-president of the Teen-age Club, American Youth Activities, and Master Sergeant Wilbur Martin, club director.



# Knock on Every Door



We're proud to tell it. And millions of us share this pride. Ours is an organization that knocks on every door. We don't skip a single house on the block. We never have—not back in 1897 when we were only a handful, not now in 1957 when the National Congress of Parents and Teachers has millions of members.

Why talk about door-knocking in October? Because this is the month when parent-teacher members go out to invite neighbors to join the P.T.A. Of course new members are welcome to enroll in any month, at any time. But in October we hold forth a special welcome. We make a special canvass of the homes around us. We come knocking at every door.

The person who answers may be a mother, a father, a grandparent—or he may have no children at all. In the parent-teacher association he's welcome all the same. The person who greets us may be a teacher or a farmer or a factory worker. He's welcome. He may worship in a church, a synagogue, or a mosque. We extend our invitation. He may speak the King's English with flawless fluency, or he may respond with any one of dozens of accents.

All we ask is that he care about children and the world they live in. His caring is what we need, what keeps the P.T.A. going and growing.

Back in 1897 there were only a few to do the door-knocking. This October there are many millions. How many cordial greetings they can offer! What a prospect for a bright October! What a bright prospect for the year's Action Program, "The Family and the Community: Each Shapes the Other—The P.T.A. Serves Both . . . for Mature Citizens in a Mature America."

To give substance to this prospect, I, Ethel G. Brown, president of the National Congress of Parents and Teachers, do hereby designate the month of October 1957 as Membership Enrollment Month and urge every parent-teacher member to set out in his neighborhood, invitations in hand, knocking and offering a welcome at every door.

A handwritten signature in dark ink, appearing to read "Ethel G. Brown". The signature is fluid and cursive, with a large initial "E" and "B".

*President, National Congress of Parents and Teachers*

# Asian Flu

*What You*



© Communicable Disease Center, Public Health Service, Department of Health, Education, and Welfare

**In 1918 an epidemic of influenza swept the world and wrote a sorry chapter in the history of mankind. In 1957 a new epidemic—called Asian influenza—started in the Far East and is spreading to the United States; where more than twenty-five thousand cases have already been reported. Fortunately health organizations, armed with powerful defenses developed by medical science since 1918, have been alerted to help us meet the threat of the virus invasion.**

THIS FALL AND WINTER we may see serious outbreaks of influenza in the United States, as a consequence of the epidemics that began last April in the Far East. Unlike similar epidemics in the past, however, this one does not find us helpless. We believe we can do something to reduce the size and severity of an epidemic of Asian flu in this country.

In the first place, we are prepared for the invasion. Our medical intelligence has kept us informed about the threat, and a number of precautionary measures have been taken. The physicians and health officers of the nation have been alerted and are engaged in a vast cooperative effort against the disease.

In the second place, we now have the means to help prevent influenza—a new vaccine especially designed to protect against the virus strain responsible for the epidemics in the Far East. At this very moment the manufacturers of influenza vaccine are working around the clock to produce this substance. Our best protection is for as many people as possible to use the vaccine just as soon as it becomes available to them.

We at the Public Health Service were as concerned as you parents and teachers when reports of the epidemics in the Far East reached us. We remembered the world-wide epidemic of 1918, when influenza started in the spring, with many local outbreaks but few deaths, and then flared up again in the fall and winter with great virulence and killing power. That *pandemic* (that is, "epidemic everywhere") was an exception, of course, and it is highly unlikely that we are in for a repetition of the experience. Nevertheless the possibility has to be kept in mind.

Did the outbreaks in the Orient last spring herald another explosive epidemic? Though no one could answer that question at the time, we could, and did, take steps immediately to help prevent—in our country, at least—a repetition of 1918–19.

Today we are able to learn of influenza outbreaks occurring almost anywhere on the globe through the World Health Organization's World Influenza Center in London. The Center receives reports of influenza outbreaks wherever they occur and through its influenza study program can make tests to identify

**LEROY E. BURNEY, M.D.**

*Surgeon General*

*U.S. Public Health Service*

## *Can Do About It*

the virus strain responsible. The WHO Influenza Center for the Americas is located in the Communicable Disease Center of the Public Health Service.

Today, too, we know that influenza is caused by a virus, which we can see and measure with the aid of the electron microscope and other modern research tools. Best of all, scientists are now able to grow the virus in fertile hens' eggs and to make a vaccine that protects against the disease. (An important caution: Persons allergic to eggs should not have the vaccine.)

There are certain problems peculiar to influenza that complicate the production of a vaccine. In contrast to the three types of polio virus and the bacterium that causes whooping cough—all of which are fairly stable—the influenza virus is changeable. A vaccine can be made now that will be effective against whooping cough germs or polio viruses next year as well as this, but the influenza virus changes so rapidly that an effective vaccine is not always available at any particular time. Besides minor changes in the virus every year or so, there are major changes that take place about once every decade. That is why the disease spreads so rapidly. If the virus did not change, it could not spread because too many people would have become immune to it after having had an attack of the disease.

### *The Virus and the Vaccine*

Since 1933, when scientists in England first succeeded in isolating the influenza virus, a number of types have been identified. Within any type there are several strains, each strain somewhat different from other strains in the same type and each very different from any strain in another type.

As you know, polio vaccine is made from all three types of polio virus and therefore gives effective protection against all three. Influenza vaccines, too, have been made from all types of influenza virus that were known when the vaccine was made. But the changeability of the virus has made it difficult to make a vaccine that will be as effective this year as it was last year. Influenza vaccine has to be custom-built, as it were.

For a number of years manufacturers have made

a vaccine from certain strains in Types A and B influenza viruses. These strains have been the prevalent ones during the last few years. Now we are up against a new strain within the Type A virus—one that was isolated by army medical scientists at the 406th Medical Laboratory in Japan last April, when they examined blood sera and throat and nasal washings from patients in the Far East.

The virus was immediately flown to the Walter Reed Army Institute of Research in Washington, D. C. There army scientists identified it and gave it to Public Health Service scientists for study. Both groups confirmed the first report that this was indeed a different influenza virus from any previously known. They found that it belongs to Type A, but the strain is quite different from all other Type A influenza viruses. It is now called Type A influenza virus, Asian strain.

The new virus was sent immediately to influenza vaccine manufacturers. Their scientists and ours started growing the virus in fertile hens' eggs and making, from the small amounts first available, material to test as a possible vaccine. Scientists in other countries, Australia and England among them, were also working on a vaccine against the new Asian influenza virus. As soon as enough experimental vaccine material was available, tests were made. Communicable Disease Center scientists tested Public Health Service personnel and military recruits. National Institutes of Health scientists tested children under ten years of age and, in cooperation with the Navy, naval recruits. Elsewhere other scientists tested small groups. From such tests scientists could determine whether the new vaccine material held promise of protection. Manufacturers then could go full speed ahead with rapid production of the large quantities that would be needed in this country.

Judging from past experience with influenza vaccine, the scientists estimate that the new vaccine will be about 70 per cent effective. Protection develops in about ten days to two weeks after injection. According to current scientific judgment, a single injection will confer immunity for approximately one year.

It should be remembered that, with an effectiveness rate of 70 per cent, some people may get influenza this winter despite having received vaccine against the new Asian strain. In addition, the vaccine will probably be of little value if it is given after a person has been exposed to influenza. Once an epidemic hits a community, it is usually too late to immunize.

At the request of the Public Health Service, the manufacturers have set a production goal of sixty million doses by February 1, 1958. Obviously, therefore, the vaccine will be in short supply during most of the fall and winter months. In planning their vaccination programs, most states and communities are giving first consideration to persons who are needed to maintain essential services, such as those who care for the sick. Your physician and your health officer should be able to tell you about the availability of the vaccine in your community.

### **Miracle Drugs Help, Too**

Besides the vaccine against influenza we have another factor in our favor that did not exist in 1918. We have penicillin and other antibiotics that, though powerless against the influenza virus itself, are effective for treating what doctors call the "secondary bacterial infections." In 1918 influenza patients died of pneumonia and other infections following influenza. Medical scientists are not sure why this happened. The influenza virus itself may have caused the fatal pneumonia in 1918. Or it may have paved the way for other germs to attack the lungs, causing a secondary bacterial infection so severe that it killed the patient. Perhaps both were the cause of death. With modern antibiotics, however, many lives can be saved from such secondary infections.

In addition to taking steps to spot and trace influenza outbreaks in this country and to have a vaccine available, we at the Public Health Service have been conferring with state health authorities and with representatives of the American Medical Association. The nation's practicing physicians have been alerted, through their own organizations, to plan for the large number of patients who may get sick suddenly and almost simultaneously if a big influenza epidemic develops. They are planning to meet such a situation just as they would the emergency of any disaster, like flood or hurricane or fire.

In the event of a widespread influenza epidemic there are some other things parents and teachers should remember. Influenza is communicated from person to person, much like the common cold. Therefore it spreads most rapidly where there are large groups, as in institutions and schools. The person-to-person spread also means that, besides avoiding crowds, it is important to practice good personal hygiene. Cough and sneeze into disposable paper tissues, and wash your hands frequently, particularly

after sneezing, blowing your nose, and coughing.

Influenza starts suddenly, with chills or chilly sensations, fever, and prostration. Generalized aches and pains, especially in the head, back, and legs, are characteristic. In individual cases it is impossible to tell the difference between a severe cold and mild influenza. The Asian influenza, from the time it started in the Far East up to this writing, has not been severe.

The incubation period in influenza—that is, the period from the time the virus enters the body until the development of the disease—is twenty-four to seventy-two hours. Influenza patients should be isolated, not only to prevent spread of the virus but, equally important, to protect them from complicating bacterial infections.

Treatment, which usually includes rest, plenty of fluids, and light diet, should be under the supervision of a physician. He will prescribe such medicines as he considers necessary to reduce fever, relieve aching, and combat possible secondary infection.

Staying in bed until at least twenty-four hours after the temperature returns to normal is advisable for mild cases of influenza. Getting up too soon is likely to be followed by a relapse.

### **The Rest Is Up to Us**

Let us review the things we can do to forewarn and forearm ourselves against the new virus.

1. For influenza prevention, see your physician and health officer about getting the Asian strain vaccine.

2. Get vaccinated at the first opportunity, because it takes two weeks to develop immunity. We know from past experience that when the vaccine is given at the right time and when it contains virus strains similar to those causing the disease, it provides substantial protection.

3. The vaccine will be in short supply for some time. You may have to await your turn if there is not enough to go around in your community. Please cooperate with your physician and health officer. They will do everything possible to assure an equitable distribution of the vaccine and will get it to you as soon as it becomes available.

4. If influenza strikes in your home or school, have the patient put to bed at once, isolate him from others as much as possible, call a physician, and follow his directions, especially with regard to length of stay in bed.

5. Try to keep calm if an epidemic does occur. Remember that most of the cases thus far have been mild. Hysteria and irrational behavior can cause much more damage than the disease itself.

6. Don't be overanxious. If an epidemic does occur we can't yet tell when, where, or how hard it will hit. We in the Public Health Service hope it will never hit at all, but we must take every reasonable precaution. Preparedness is our best defense against Asian flu.



# Ten-Point Protection

## Against Molesters

THADDEUS P. KRUSH, M.D., and  
NANCY L. DORNER

*This is the second article in the 1957-58 study program on the school-age child.*

WHENEVER THE SUBJECT of sex offenses against children is mentioned, almost anyone can recall several shocking and frightening cases he has read or heard about. For example, the case of two little girls, five and eight, lured by a high school youth from the schoolyard into a nearby woods and then attacked and murdered. Or two thirteen-year-old boys forced into a deserted building and assaulted by a man from whom they had accepted a lift. Or the murder of a fourteen-year-old baby sitter and her four-year-old charge.

Of course, not all sex offenses are violent, resulting in physical injury or death. Although sex murders and brutal assaults make the headlines, the whole range of sex offenses against children is a serious problem throughout the country.

When the morning paper carries one of these stories of child molestation, what is our reaction as parents? Fear, anger, confusion. Fear lest our own five-year-old Susan or ten-year-old Tom should be a victim. Anger against the perpetrators of such crimes and the apparent inability of our society to prevent them. Confusion about what we can do to protect children.

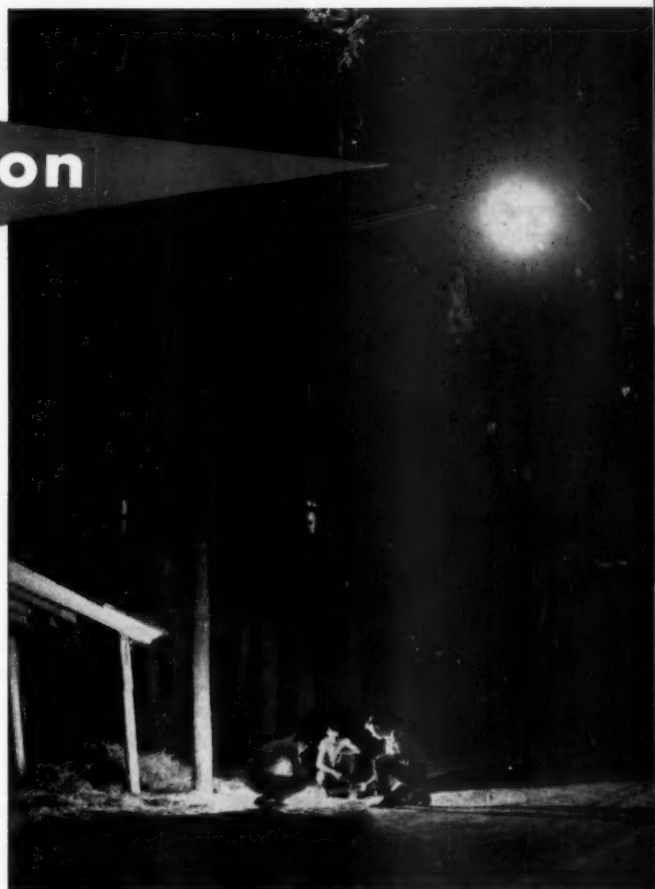
What can we do? To begin with, we can try to

control our emotions. Fear and hysteria only cripple our capacity to think clearly and act effectively. And the communication of extravagant fears to children can be harmful.

What protection can we set up, and what safeguards can we teach our children? Many parents—if only they were given leadership—would be willing to labor long and hard to secure better laws, better enforcement of laws, and treatment clinics for offenders. (The Omaha, Nebraska, Council of Parent-Teacher Associations, for example, did an intelligent and painstaking job in investigating and improving law enforcement in its county.)

As parents and citizens, however, our task does not stop here. We have a threefold responsibility to our children and to society: for children's healthy emotional development—a vital element in preventing sex offenses now and in the future; for taking precautionary measures to protect children from molesters; and for working toward the control of known sex offenders.

Few parents realize the importance of fostering their children's healthy emotional development—more specifically, their psychosexual adjustment—in this very problem of sex offenses.



© David W. Corton from A. Devaney

Sexual deviates, as sex offenders are often called, are sexually maladjusted people. (A deviate may be defined as a person whose behavior is out of line with what is generally considered acceptable conduct.) Some sexual deviates are children. All sexual deviates, let us not forget, were children once. And their deviation began in childhood. Most psychiatrists agree that the long-range solution of the sex-offender problem lies with parents. If all parents were able to guide their children toward healthy psychosexual adjustment, the child molestation problem would be much less serious than it is.

There are other reasons for emphasizing the child's healthy emotional growth. Not only are children with poor psychosexual development more apt to become deviates themselves; they are also more apt to be successfully approached by the sexual molester. Although there has been scant research on the victims of molesters, it is known that not all children are unwilling victims.

### Common-Sense Controls

How can we protect children from persons whose sex attitudes are not healthy? What safeguards can we set up? First, we must impose some perfectly reasonable controls upon the child. We must know—and approve—where he goes, when, and with whom, in order to safeguard him from attack. Of course, it isn't possible to regulate every single one of your child's activities, and even a responsible, thoughtful child may occasionally violate the "letter of the law." But many attacks on children can be avoided if parents will set limits on their child's wanderings and keep track of him carefully. What's more, even though our youngsters sometimes disobey rules, we

are still responsible for establishing controls and expecting children to accept them!

Reasonable control of a child's movements in the community doesn't mean keeping him under your thumb or tied tight to your apron strings. It is only good sense, however, for you to know where he is. And it will seem reasonable to the child, too, if you will also make it a practice to let him know where you will be when you are not at home. Children can understand the practicality of having family members know where they can reach each other in case of accident, emergency, or change of plans.

If there are undesirable districts and neighborhoods in your community, make them "off limits" for your child. You should also use your veto power over your child's associates—both those of his own age and adults. By all means, exercise it judiciously, but it is your right and responsibility to know who his companions are. It would be most unwise to allow him to associate with someone of questionable sexual behavior.

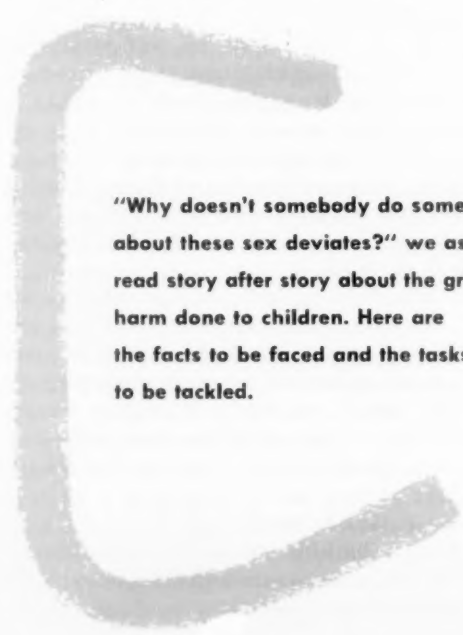
Another point in our protection program should be an understanding with children about the time they should return from any activity. It's a good idea to have each one report home from school before he goes off to play, to find out where he plans to play, and at what time he will return. If school-age children go out at night—to parties, youth-group affairs, or the playground—it is particularly important to know when and by what way they will come home.

Time, we know, is fluid as water to children. They have so much to learn, to do, to know, and so much energy to do it with that the hours slip away from them. (Note, for instance, the length of your youngster's next telephone conversation.) Children's control of time is limited, not because they want to be naughty or worry us but because they forget it in their absorption with what they are doing—even if what they are doing is only "fooling around" on the way home from school.

### File Flight Plans with the Family

We should reach agreement with our children, then, on a reasonable hour for returning from any event, and make it definite. There should be an understanding that any change in plans will be reviewed over the telephone. When children want to try their wings, we have to give them a chance—but under the safest possible conditions. We can point out that pilots file a flight plan, and that often such a plan averts mishaps which might become tragic. "Flight plans" can become standard operating procedure for all members of the family.

We need to use common sense about our children's amusements, too. Frequently nowadays we read or hear that crime and horror comic books, movies, and radio and TV programs "cause" crime. We all know



**"Why doesn't somebody do something about these sex deviates?" we ask as we read story after story about the grievous harm done to children. Here are the facts to be faced and the tasks to be tackled.**

that certain programs, films, and comic books express a wide range of psychological stress and aggression. Yet the vast majority of people go about their daily lives without attacking or killing anybody, despite this stimulation. To an emotionally disturbed or mentally ill person some comic books, radio, TV, and movie thrillers might suggest methods for committing certain acts, but there is no reason to believe they cause well-adjusted persons to commit criminal acts.

Remember, too, that many distinguished literary classics, which have been available for a goodly number of years, have themes of violence and sex. Obviously it would be silly to curtail our freedom of inquiry by banning them from our bookshelves and screens. Some people, however, do advocate a rigid censorship of children's entertainment.

But there is a better way. That way is to understand their interests and needs. Parents can often find out a child's thoughts and feelings if they watch the programs he watches on TV and read the comics he reads—not to be amused but to gain insight into what amuses and fascinates him.

The next step is to get the youngster interested in what we, as parents, approve of. A subtle touch is needed here. If we object too strenuously to certain programs, movies, or comics, we may only make them more attractive. Like Pandora with the box, the child only becomes more curious about, and more fascinated by, the forbidden.

Along with reasonable controls and quiet guidance over the years goes the child's sex education. It is as important not to overemphasize sex as it is not to underemphasize it. Parents should help the child realize that sex, like other basic life functions—eating, sleeping, playing—is perfectly normal. If parents have a wholesome, mature attitude toward sex, the chances are the child will too.

Usually we should limit our remarks on sex to answering the child's questions. This counsel is given in all the many excellent books and pamphlets on sex education available to parents. Never tell him more than he is ready to absorb. To answer a five-year-old's "Where do babies come from?" with a learned dissertation on anatomy is absurd. Keep the answer simple, bearing in mind the youngster's vocabulary as well as his ability to understand. When he wants more information, he will usually ask for it.

When some adults give sex information, they load their talk with *don'ts* and stress actions that they want the child to avoid. That's like telling a two-year-old, "Don't put beans in your ears." It may never have occurred to him, but it sounds like a fine idea. The aims of good sex education are simple: to satisfy the child's natural curiosity, to eliminate his anxiety, and to help him achieve a normal, healthy attitude toward sexual matters. Give the child warmth and understanding, answer his questions clearly and directly, and encourage him in a variety



© Eva Luoma Photos

of interests and activities. Gradually over the years we can guide him toward a socially acceptable release of his natural instincts.

### Safe-Conduct Codes for Children

There are also certain precautionary measures that we can teach children, just as we teach them rules for traffic safety or safe swimming or boating. The police departments of some cities—Omaha, Nebraska, and Ferndale, Michigan, for example—have issued bulletins of simple rules for children. Typical of such rules are the following:

*Never go for automobile rides or walks with anyone you do not know.*

*Don't accept candy, money, treats, toys, or other gifts from strangers.*

*Don't play in alleys or empty buildings.*

*Take a friend along when you go to the movies, playground, or other places.*

*If a stranger asks you for help or directions, send him to a policeman or a store. Never go with him.*

*Never go with a stranger even if he says your mother or father sent him to get you. (Parents should tell their children they will never send a stranger to get them or give them a message. Teachers, too, should heed this point. They should never release a child to someone they don't know, no matter how plausible the person's reason for coming for the child may seem. They should always check first with the child's father or mother.)*

*If a stranger bothers you at the movies, tell the usher.*

*Always report to a policeman, your teacher, or your parents any stranger who touches you, offers you gifts, or invites you to go for a ride or walk.*

*Always try to remember what the stranger looks like. If he is in a car, write down the license number. If you have no pencil, use a stick or stone to scratch the number in the road or on the sidewalk.*

Whenever you caution or warn your child, be calm and matter of fact about it, just as you would be if you were telling him to cross streets only at corners or to swim always with a "buddy." Children react strongly to emotional outbursts, and if you are overwrought or excited you may produce just the opposite reaction to the one you want. If you are upset, or if the child is, wait until your emotions quiet down.

It's even more essential to keep calm when a child has been involved in an incident—or you think he has. Don't jump to rash conclusions if you believe there is cause to worry about some person's sexual behavior toward your child. You may think things are worse than they really are, and by becoming upset you may perhaps do the child more harm than did the incident itself.

If a youngster has been approached by a sexual deviate or pervert, don't punish the child—no matter what the act. Punishment will only make him feel guilty and anxious about something he could neither comprehend nor control. Our own attitude toward the incident is crucial. If we react with fear and hysteria, or with disgust and shame, we may permanently color the child's attitude toward sex and severely warp his psychosexual development. Try to take such incidents quietly and with composure. What we say or do specifically will depend on the nature of the episode and on the child's stage of development.

Suppose that the school-age youngster has engaged in sex play or experimentation. A calm, sensible explanation that such behavior is undesirable should suffice to discourage any repetition. If not, seek professional help.

### **Long- and Short-term Solutions**

Our third responsibility is to work toward effective social control of known sexual deviates. This is an enormously complex medico-legal problem to which we have no all-encompassing solution, such as castration, imprisonment, or hospitalization. There is need for vastly increased research on the nature, causes, and treatment of sexual deviation. There is need for a study of victims, and possible reasons for their selection, as well as of aggressors. Laws governing sex offenses vary in the different states, and the effectiveness of law administration and enforcement varies in different communities. We need study of legislation and of law administration and enforce-

ment. Wiser, more intelligent control of the sex-offender problem can come only through understanding and cooperation between the professional people who have to explore its every aspect and the general public. For it is the public that enacts the laws and supplies the funds to be used for institutions, staffs, and research.

While the professionals pursue long-term solutions through research, there are actions that we, as parents, should undertake now. These we can sum up in the following ten-point program:

1. Help your children toward healthy emotional development by providing a warm, secure, harmonious family life.
2. Give them adequate, intelligent sex education over the years and guidance on what is acceptable behavior.
3. Know where they are and with whom.
4. Reach an understanding with them on reporting home after school and on a definite, reasonable time for returning from evening affairs.
5. Guide their recreation and amusements, taking care to see that they are not unduly exposed to cruelty and violence through comics, movies, radio and TV programs.
6. Urge your P.T.A. to cooperate with police, school, and mental health authorities in developing a code of safe conduct for school-age children, including rules to follow when approached by strangers. Teach such rules to your children as matter-of-factly as you would rules for safe swimming, bicycle riding, or walking.
7. Report to the police—and encourage others to report—sex offenses and suspicious strangers who loiter near schools, playgrounds, and other places where children gather.
8. Do not punish or shame or frighten a child who has been molested or approached. Be calm and unemotional in discussing the incident with him. If you feel uncertain about what to do or say, seek the advice of a psychiatrist or a physician, or a child guidance or mental health clinic.
9. Urge that mental health groups, the bar associations, and other civic organizations in your community undertake a cooperative study of laws governing sex offenders in your state and an investigation of their enforcement in your community.
10. Encourage many-sided, deep-probing research on sexual deviation, and foster public understanding of the need for such research.

Only through well-reasoned, intelligent cooperative action can we hope to bring this problem under control and decrease the danger to our children.

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*Thaddeus P. Krush, M.D., is the nationally distinguished director of the community services division in the Nebraska Psychiatric Institute. His collaborator, Nancy L. Dorner, mental health educator, is a member of Dr. Krush's staff.*





## WORTH A TRY

### Junior Enterprises

Are teen-agers in your town fretting for lack of interesting things to do? Are your community social agencies short of volunteers? Pair the problems and you have a solution. In one city the welfare council has set up a junior volunteer bureau to serve this dual need. Through the bureau, youthful aides have given thousands of hours of needed service in hospitals, Sunday schools, day-care centers, museums, homes for the aged, and settlement houses. In another community a youth council designated a school holiday as Community Help Day and offered the services of its members to social service agencies and institutions. Repairs, painting, playing with children, clerical duties, reading and serving refreshments to hospital patients and the elderly were some of the tasks the teen-agers undertook.

### When Radiators Need Repainting

When you're painting this fall, paint your radiators too—with the same paint you put on the walls. It isn't necessary to use a special metallic paint on radiators. In fact, it has been established that metallic paint actually retards heat radiation.

### Pacifiers—Pros and Cons

Long condemned as unsanitary and tooth-deforming, Baby's pacifier is making a comeback. Many pediatricians and dentists today are beginning to look on the pacifier as "at least a partial answer to the vexing problem of how to prevent prolonged thumbsucking and the dental disfigurement it often causes." So writes Peter C. Goulding, of the American Dental Association, in *Today's Health*. Bacteriological studies have shown that pacifiers are usually more sanitary than the thumb, he reports. Also, because of their soft texture pacifiers are far less likely than the thumb to force teeth

out of position. Another point in favor of pacifiers is that children seem to give them up earlier and with less trouble than they do thumbsucking.

### Homework Away from Home

For some youngsters home is a hard place to do homework. Television, telephone, radio, callers, younger brothers and sisters, family chores, family fun, lack of a solitary, well-lighted spot for study—any of these can keep a youngster from his books and send him to school unprepared. In the United Kingdom, according to *Better Schools*, public libraries are coping with such obstacles to study by setting aside a special room where school children can do their homework. American college students do a good deal of their class preparations in the college library. Why shouldn't younger Americans get this habit of using the public library?

### For Pint-size Pedestrians

In Lincoln, Nebraska, youngsters starting to school for the first time learn basic traffic safety rules at a child pedestrian safety clinic. A police department official explains to them what the traffic lights mean and shows them how to cross at signalized and unsignalized intersections. Then the children are taken for a bus ride, during which a representative of the city bus company demonstrates proper conduct while waiting for, riding on, and alighting from the bus. In addition, a member of the city recreation department instructs them on safety on the playground. Assisting in this program are P.T.A.'s and other city groups.

### Removing Hurdles for the Handicapped

The crippled and the old want to go to church, the library, the theater, museums, stores—just as anyone else does. The youngster who has to use crutches or a wheelchair doesn't want to be

barred from school or college because of his handicap. But many of our public buildings, including schools and colleges, just aren't usable by the crippled. Few can be entered without climbing a flight of steps. There are other architectural barriers, too—revolving doors, doorways too narrow for wheelchairs, slippery corridors, and lack of elevators. Can anything be done? Pennsylvania has just revised its building code to require that buildings of a certain size have nonslip ramps and other features that will make them more accessible to visitors in wheelchairs and on crutches.

### Schools for Sitters

The baby sitter has become a family fixture in American homes. With the demand for sitters steadily growing, more and more communities are seeing the need to provide baby-sitting training. A pamphlet, *Baby Sitters*, recently published by the Y.W.C.A., explains concisely and clearly how to set up a training program and describes what should be included in the curriculum. A basic course of six units is suggested, and audio-visual aids and references are given. To obtain a copy of this handy pamphlet, send twenty-five cents to the Y.W.C.A., 600 Lexington Avenue, New York 22, New York.

### Clothed for Comfort

"Dress them in layers" is the heartfelt message of one kindergarten teacher to the parents of her five-year-olds. Little boys, she says, usually are dressed too warmly and little girls not warmly enough. On a cool fall day, for instance, Johnny may be wearing a heavy wool shirt and Jane a thin cotton dress. But if they are dressed in layers—blouses, then sweaters, then jackets or coats—the teacher can help them peel off or put on enough layers so they can be comfortable both in overheated classrooms and on chilly playgrounds.



© Chicago Public Schools

# Shall We Change the

AN OPERATION as large and extensive as the public schools of America has a tendency to roll along in old, familiar patterns. This is not surprising. The tendency in most enterprises is to do things as they have been done. This habit may be especially strong if the enterprise involves, as do our school systems, thousands of operators, most of whom are long used to an established order of things.

It is always difficult to get out of the rut. To do so requires ingenuity, persistence, and perhaps daring. It certainly requires one of the hardest of all human tasks—to think along new lines. But we have an educational crisis in America, one that is sufficiently acute to require that we get out of educational ruts if they exist.

We are all familiar with the form and the background of the crisis. Many of our schools are overcrowded, many are understaffed, many buildings are obsolete. There are too few teachers, and too many teachers lack the qualifications we desire.

How can this crisis be resolved? The conviction is rising that we must make the best possible use of the school facilities and the qualified school staffs we now have. What can and should be done to assure that we make full, effective, sound, and beneficial use of our school buildings and personnel?

Three proposals have become increasingly prominent in discussions of this question. Though essentially different at several points, they are based on a common assumption: that it is wasteful to use the school staff and plant for only nine months a year.

The least sweeping plan of the three is simply to add a summer session, with attendance optional, to the regular school year.

The second proposal calls for regular classes all year 'round. Students would be in attendance for

three of four quarters on a staggered basis so that in each quarter a fourth of the students would be on vacation and three quarters of them at school.

Under the third proposal also the schools would be organized on a year-round, four-quarter basis, but pupils would be required to attend all four quarters. With time out for short vacations, each boy and girl would be in school for ten and a half or eleven months in all. This scheme could be varied to make attendance in the fourth quarter optional, thus permitting students to speed their education if they wish.

## School Through Summer

One of the chief reasons for adding a summer school is to enrich the curriculum. Summer school can offer instruction in such fields as music, the visual arts, and handicrafts. Remedial courses can be presented for pupils who, though not failing, can profit from special additional attention.

For retarded pupils who need to "catch up" and also for gifted pupils able to do more work than the average child, the necessity of special attention has been widely recognized. Summer sessions afford one way of assisting the unusual child, whether he is behind or potentially ahead of his class.

Schools in several cities have had experience with summer sessions. Normally attendance is voluntary and tuition is usually required.

Summer sessions provide year-round employment for part of the faculty. In some schools with such plans all or most of the regular staff have been placed on a year-round contract. By removing the necessity for seasonal employment, for which a teacher may have little liking or aptitude, summer sessions can contribute to teacher morale and prestige. They also avoid wasting the school plant during vacation.

It's no secret—particularly to readers of this magazine—that we need more classrooms and more teachers to staff them. Proposals are in the wind to relieve these critical shortages by lengthening the school calendar. We present here suggestions offered at the Governors' Conference, which met last June in Williamsburg, Virginia. We invite our readers to study the proposals and to share their views with us.

# School Calendar?

Clearly the sessions have advantages. Summer school is an economical means of providing remedial courses, acceleration courses, enrichment programs, and other special offerings that cannot be presented adequately during the regular school terms.

If a large number of students attend summer courses that accelerate their progress through school, the sessions will, in the long run, reduce total enrollment. On the other hand, the optional, extra summer school system is not in itself a means of handling larger school enrollments or of accomplishing economies. Indeed, the plan means more expense, not less. And it banishes few problems in the city or town facing acute classroom and teacher shortages.

## Four Quarters, Staggered

The second proposal—to shift to a twelve-month, four-quarter school year, with attendance staggered so that each student attends three of the four quarters—increases the capacity of a school building by a fourth. Assuming that classes will continue to be the same size as before, one teacher, working the year 'round except for a vacation the same length as that of most business and professional people, can teach about a fourth more students. Moreover, fewer textbooks are needed in any one quarter.

These are solid advantages that invite close consideration. They do not, however, constitute a panacea. Nor does the plan appear to be applicable to schools, even crowded schools, whose enrollment is too small to permit any plan of staggered attendance.

The proposal presents other problems. First, it would interfere with vacation plans to which millions of American families have become accustomed. One fourth of the school children would be having their

vacations in the summer, one fourth in the fall, one fourth in the winter, and one fourth in the spring. Would it be possible to work out a plan under which children of the same family could have the same quarter off? Without such an arrangement, brothers and sisters would be on vacation at different times. Even if all the school children in any one family could be given the same vacation time, could fathers and mothers arrange to have their vacations when their children did? If not, would the educational advantages of the proposal justify the sacrifice of shared family vacations?

Under the staggered system it would hardly be possible for all the children who customarily associate with each other away from school to be in the same quarter group at school. Some would be on vacation while their neighborhood playmates were at school. Furthermore, some children who had been classmates during one quarter would be separated the next. In the larger schools, where there are several classrooms to a grade, separation of classmates could be avoided by careful planning. But breakups that interfere with children's stable associations, security, and confidence can create problems. Could devices be worked out to relieve such problems? Would it help to make school recreational facilities available to all students throughout the year?

Our schools have already had some experience with the four-quarter, staggered system. Bluffton, Indiana, experimented with it as far back as 1904. By 1925 several other communities had schools on four-quarter, staggered plans. But by 1930 few retained them, and in 1952 a survey of all cities with over thirty thousand population showed no such systems in operation.

The evidence available from past experiments is

not decisive. In the country at large the need for new means of meeting educational problems is so great that the experiments are worth a second look.

From 1928 to 1939, Aliquippa, Pennsylvania, had four staggered quarters. The high school, with a nine-month capacity of 1,650 students, was able to handle 2,200 under the year-round plan. Also on the plus side, the plan permitted the more economical use of school facilities and textbooks. It gave students a better chance to make up work after an extended absence and provided for more frequent evaluation of pupils' work than was feasible under the standard school-year program. Among the drawbacks cited were the difficulty in carrying on school repairs, painting, and maintenance work; frequent changes of teachers; the impossibility of keeping groups of pupils intact in smaller schools; waste of pupils' time at the end of one quarter and the beginning of the next; undesirable vacation times for many pupils; and a much heavier administrative and supervisory load. Yet according to one superintendent who spoke from experience, the advantage from the standpoint of pupil achievement appeared to be on the side of the four-quarter plan.

At Ambridge, Pennsylvania, the principal of the Junior and Senior Vocational High School pointed out in 1934 that the staggered four-quarter system, after two years, had greatly relieved overcrowding. At the end of the first year fifty-four of the sixty-five classroom teachers in the high school rated the new system a success. Among the advantages noted by teachers was the more extensive use of textbooks, reference and library materials, and shop and laboratory equipment. Among the disadvantages were a decline in pupil-teacher relationships and loss of instructional time because of school reorganization every three months.

More recently, several communities have considered adopting year-round plans on the staggered attendance basis. In 1955 a committee appointed by the Los Angeles superintendent of schools weighed such action. Its observations were mixed. The plan, the committee believed, could effect large savings by making it unnecessary to build certain schools that otherwise would be required. Also, fewer teachers would need to take nonprofessional jobs in the summer. Yet the group recognized that requests for exceptions would create difficulties. For example, unless exceptions were made, families would have their children home for vacations at different times.

In the end it is the parents who will decide whether a round-the-calendar school program is to be launched. Disruptions of family vacations can be serious, but children's education is basic. If the year-round staggered plan is feasible from the standpoint of family life and if it can give children a better education than they could otherwise receive, parents are not likely to prevent its adoption.

## Four Quarters, Not Staggered

The third proposal would put the schools on a four-quarter, year-round basis with attendance of all pupils required in each quarter. Thus no staggering would be involved. Each child would go to school when every other child did. All would have the same vacation period. With time off for brief Christmas and spring vacations and with longer holidays at the beginning or end of summer, the school year might include, in all, ten and a half or eleven months.

The arrangement would not reduce the number of pupils in any given grade. It would accelerate the progress of all children, so that in a few years enrollments would be lower than if the present school year were to continue. Pressures on teaching staffs and physical plant would decrease accordingly.

This reduction would be considerable. If four quarters were considered adequate for completing work that now takes about one and a third years and if the new plan went into effect in the first grade, a pupil would go through the primary grades in six instead of eight years, and through high school in three instead of four. In nine years the total enrollment—primary grades through high school—might be a fourth less than under the present system. If the plan were applied to high school alone, high school enrollment might be a fourth less.

However, with a summer vacation of three or four weeks, the pupil's school year would not actually be one fourth longer than school years usually are now. Therefore the new system might mean moving a child through the primary grades in seven years instead of eight. He might then go through high school in three years instead of four. Thus the total public school program would be reduced from twelve to ten years, and total enrollment might be about one sixth less than if the present terms continued.

Year-round attendance commends itself on two grounds, particularly, over the staggered plan. First, it would keep all pupils on an equal footing as to vacation periods. It would retain natural groupings of children—in classrooms, in families, and on neighborhood playgrounds. It would relieve school authorities of difficult decisions as to which group should have its vacation in the favored summer months, which in the fall, winter, or spring.

Second, it would enable students to get more education in a given span of years than is now possible or would be possible under the staggered program. It would permit students who go on to college to complete their preparation for entering productive and remunerative work earlier. For many young people who would like to go on to postgraduate university work or professional schools, shortening college preparation by three years might be a large factor.

*Continued on page 35*



# Home-grown

## Character Traits



© Elisabeth Hibbs

AS CHARITY BEGINS AT HOME, so does character. The foundations of character are laid in the child's preschool years. During those years we find the genesis of our most prized traits of character—responsibility, self-reliance, courage, friendliness, truthfulness, perseverance in pursuing worthy purposes, willingness to give up a present satisfaction for a greater good, loving-kindness. What are the possible origins of these character traits and what can parents do to develop them during the preschool years?

### "Well Begun Is Half Done"

Everyone has observed individual differences in babies at birth and during the first few weeks of life. There are crying babies, happy babies, placid babies, overactive babies. Sometimes it almost seems as if children inherit their character. Many parents seem to think so, especially those who say "He's mean just like his father" or "She's stubborn just like her mother." But we know that although children do inherit the capacity to profit by experiences and may inherit some general tendencies, they do not inherit definite character traits from either of their parents. (This is fortunate if the parents are disreputable; it is unfortunate if the parents are of good moral character.)

Before the end of the first year, however, the baby has learned characteristic ways of behaving. For example, by the time Teddy was seven months old, he

### Ruth Strang

*Professor of Education, Teachers College, Columbia University, and  
Author of the Classic Work, An Introduction to Child Study*

seemed extremely happy, smiling and cooing when anyone talked to him and smiling of his own accord at other times. He reflected the smiles of those around him and showed no fear of strange people or of various noises and movements. He could sit alone, and his posture was exceptionally good. His health was excellent. During a three-hour period in which he was being closely observed he did not cry once.

The behavior of Teddy's parents gave a clue to the character traits this baby was developing. When he needed changing, his mother made him comfortable. When he was hungry, she held him in her arms and gave him his bottle of milk, which he eagerly drank. When he became sleepy, he curled up in his mother's arms and took a nap. It was evident that his parents loved him very much and showed a sensitive understanding of his needs. The baby reflected his mother's quiet, relaxed attitude. There was no evidence of anxiety on the part of either child or parents.

To an infant, parents *should* be good. They minister to the baby's needs; they feed him when he is hungry, make him comfortable when he is uncomfortable, take him in their arms when he is lonely. Of course, no mother can meet a child's needs per-

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*This is the second article in the 1957-58 study  
program on the preschool child.*

fectly. There will be times when the baby has to wait for his meals, times when the mother cannot come immediately to him. These occasional experiences of hunger and discomfort are an unavoidable part of life. They make little difference to the child if the total pattern is one of consistent loving care, which gives the child a sense of trust—in people and in his world. This sense of trust is a cornerstone of character.

### Homeymoon Over

As the baby grows older, his parents demand more cooperation from him. There are the problems of toilet training and of settling down to regular meal-times. There is the problem of behavior that is not approved by Aunt Mary and critical neighbors. The way in which these problems are handled determines to a great extent whether the preschool child feels friendly to people or considers them his enemies; whether he thinks of himself as "good" or "bad"; whether he expresses his fear and anxiety in rage, anger, or resentment; whether he learns from his fears what behavior is approved or disapproved, or is overwhelmed with anxiety. Conformity to social demands is learned through imitation of adults and through the children's own experiences. And in the first years of life the home has almost complete control of a child's joys and sorrows and whether he feels accepted or rejected.

Some parents let a child do exactly as he pleases because they think "He's too little to understand what is the right thing to do." But actually he is not too little. All the time, he is reflecting his parents' values and building certain values in accordance with the way his parents respond to him. Other parents think a child should be left perfectly free to develop his own values. Children brought up by such extremely permissive methods often grow up indecisive and insecure. Children need positive parents—those who not only have sound values of their own

**"Some parents let their child do exactly as he pleases because they think 'He's too little to understand what is the right thing to do.' But actually he is not too little. All the time, he is reflecting his parents' values."**

and live by them but take an active part in helping a child develop his values.

### Approval and Discipline

Preschool children learn to behave so as to get approval. They begin to think that actions which bring approval, or even acceptance, are "good." One child became generous to a fault because her parents approved her first generous gestures. Giving her things to other children brought so much satisfaction that she went to the extreme of giving away many of her belongings! Approval, when it is sincerely and accurately and consistently given, works. Anatole France stated this important principle most effectively: "I would make lovable to her everything I would wish her to love." The trick is to associate tenderness toward the child, social approval, and satisfaction with the kind of character his parents wish to develop.

Discipline too, when it is used consistently and lovingly, results in character development. Undesirable behavior should be treated objectively and specifically; it should not be generalized by such statements as "He's just like his father" or "She's a bad-tempered girl—like her grandmother in many ways" or "He's so different from his sister; she is so good." If a child has to be punished, he should associate the punishment with certain things he must not do.

Once having decided on a course of action, the parents should not feel anxious about whether they are doing the right thing. If they are anxious, their anxiety may be conveyed to the little child, and he in turn may become anxious and uncertain about himself. It is therefore important for the parents to build up their own sense of competence, worth, and self-esteem. If they are confident that they are doing a fairly good job with their children, other people's criticism will not matter much. Their treatment of the child will be relaxed and fairly free from anxiety.

In a large family an older child, usually a girl, often has to take major responsibility for the care of the baby and younger children. If she is fond of little children and a "natural" in working with them, her influence on their character development is good. If, however, the "mother's helper" resents having to take care of the baby, if she is rough, speaks harshly, and frequently slaps him, she is likely to feel guilty about her treatment of him. Thus in addition to the harsh treatment that arouses fear in the baby, the older child may also convey to him a more pervasive feeling of anxiety.

Anger that arises from fear—and it often does—should not be punished. If it is punished, it is likely to go underground as resentment, which is more difficult to deal with than outward expressions of anger. If the child's anger is accepted, he will, with some help from his parents, learn to handle angry feelings

**"I would make lovable to her everything  
I would wish her to love."**

in more acceptable ways. He often learns this quickly in his association with other children his age. Their response to his anger and aggressive acts is prompt, effective, and impersonal.

Discipline, which can be defined as order, reduces the chaos in a child's world. Discipline that sets firm, reasonable limits gives him a sense of security because he knows what to expect and can predict outcomes. Even discipline as punishment is sometimes a necessary form of disapproval.

### Shifting Sands

Consistency in our treatment of children, as they learn the ways of the society in which they live, is most important for character building. Robert J. Havighurst confirmed this when he made a follow-up study of children who had had different kinds of discipline. Children whose discipline had been consistent were much more likely to achieve self-control and self-direction later on than were children who had been treated inconsistently, whether the discipline was permissive or authoritarian. Apparently the children who had been treated consistently had learned to accept a reasonable degree of social conformity and to believe it desirable and necessary.

How often praise is neutralized by blame, reward combined with threatened punishment! How often parents say, "Why don't you always behave as you did today? Most of the time I'm ashamed of you!" Or "Yesterday when we were at Aunt Emma's you behaved so nicely, but usually I have to keep saying, 'Don't do that!'"

Just as detrimental to character development is making a child utter words without the feeling that should accompany them. The same holds true of imposing duties and responsibilities on him that he is not able to handle. Nothing is gained by having preschool children repeat courtesies they do not feel. To make a child say he is sorry, when he is incapable of understanding what being sorry involves, confuses the issue.

The baby does what pleases him, takes what he wants, judges right or wrong by whether the act brings him pleasure or pain. His first ideas of right and wrong stem from his close personal relations. If he is treated consistently he learns that certain acts bring approval and others disapproval.

By three or four years of age a child should know what kinds of behavior are socially acceptable.

From three to six he understands that his acts have different degrees of seriousness, though he does not understand why they are serious.

Between four and six he tends to be self-centered but does not feel guilty about it. He often does not understand what a lie is.

By his sixth birthday he should have learned to obey reasonable, consistent requests. He still does not question rules, though he may try to evade them.

During the child's preschool years a number of conditions are favorable to the forming of character:

- *Parents who agree on what is right.* A preschool child cannot understand why adults treat the same behavior so differently. If a person whom the child likes asks him, courteously and with a tone of positive expectancy, to do the right thing, he will usually do it.

- *Opportunities for the child to learn to do the right thing in specific situations.*

- *Reinforcement of the child's good behavior by approval; identification of undesirable behavior, if necessary, through disapproval and punishment.* Children learn to conform with social standards by striving to gain approval and avoid disapproval or punishment. (But it is always the act, not the child, that should be disapproved.)

- *The constant example of the parents' love for children and other people—even their kindness to animals.* Such a spirit of loving-kindness shown by those they love helps children to become sensitive to the feelings of others. This attitude is the foundation of character.

### Love, the Alchemist

Under these favorable home conditions the little child will have a friendly feeling toward people. He will think of his parents and of himself as "good." He will come to recognize causes of anxiety and find ways of avoiding it. He will accept fears as a part of life and use his fears to steer himself into an acceptable course of action. If, on the other hand, a child's need for affection and approval is persistently rebuffed, mischievousness or rebellion tends to develop.

As I have been writing, I have thought warmly of young Anne, who is fortunate in growing up under favorable conditions. She was two when I first knew her—a happy, alert, eager child. When she went riding in the family car she sat quite quietly in her little seat, looking at things as they went by. When she arrived at her grandfather's, she ran here and there eagerly. When asked to eat her cookie in the kitchen instead of the living room, she willingly trotted to the kitchen to finish it. This little child was getting satisfaction from doing the right thing. Her parents and her grandparents made lovable everything they "would wish her to love."

*This is the second article in the 1957-58 study program on adolescence.*

**“W**hy, I have the complete confidence of my youngsters,” many parents say to me. But their children will candidly say, “You’d be surprised at what we don’t tell!”

The news that a teen-ager may be unable to talk freely with his father or mother about any interest or problem is upsetting to some parents. To get more information about the situation I recently made a study of a hundred college freshmen selected at random. Ninety-nine per cent of these boys and girls, whose average age was nineteen, reported difficulty in communicating with their parents. True, for some the problems were few and slight and could be dismissed as negligible. But the evidence indicates that in 20 to 25 per cent of the young people, barriers of silence produced severe and lasting emotional injury.

On the positive side, 75 per cent or more apparently rode out the rough seas of parental relationship and recovered. I strongly hope the recovery was complete. However, I am convinced that when communication is blocked even partially, some damage, though it may be temporary, occurs to the child and to the parent.

Consider this statement from a young man who had an important decision to make about military service and yet could not communicate with his parents:

This is the toughest decision that I have ever had to make in all my short life. I need counseling so that when I make up my mind I will know that I have made the right choice. I would go to my parents if I thought they would give me just a little help, but all I’ve ever gotten from them is “It’s your problem, not ours.” . . . They’ve never helped any more than that. Maybe someday I’ll understand and know why.

What subjects do youngsters find it hard to talk about? To answer the question, students were asked to score thirty-six topics. The fifty young men in the study reported trouble with thirteen topics, on the average. The fifty young ladies admitted difficulty with about the same number when talking with their mothers but had trouble with fifteen when talking with their fathers.

## What Young People Can’t Talk Over with Their Parents

MARVIN C. DUBBÉ

The topic that gave fewest young people trouble was *car expense*—just 16 per cent. Only 22.5 per cent had trouble talking to parents about *jobs or summer work*; only 23 per cent were bothered about *entertaining friends*; only 24.5 per cent about *political and civic matters*; and only 24.5 per cent about *social behavior*. Even when the intensity of trouble was measured, these five items never got more serious than was indicated by a rank of twenty-five in a list of thirty-six.

### High Voltage Subjects

*Sex and petting* were the topics at the most difficult end of the scale. And when girls talked with their mothers, the subject of *marriage* was not any easier to discuss than was sex. Eighty per cent of the boys had trouble discussing sex with their fathers, 84 per cent with their mothers. Only 2 per cent of the boys were totally blocked when they tried to talk with their fathers on this subject, 4 per cent with their mothers, and 2 per cent with both parents. Of the girls, 64 per cent had trouble in talking about sex with their mothers, but 90 per cent did with their





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Silence can be as meaningful  
as speech. What are the  
subjects that young people  
wrap in silence at home? Why?

fathers. And here is a warning signal of great meaning: Twelve per cent of the girls were totally unable to speak of sex with their mothers, 24 per cent with their fathers; and 10 per cent had found no resource whatever in their parents when it came to talking about this subject. Clearly the majority of these young people had some trouble with topics having to do with the selection of a mate. The blocking seemed severe.

Other topics also troubled many youths acutely. For example, talk about their *misbehavior* (disobedience, discourtesy, acts of destruction, lies, and so on) was very hard for a majority of boys, with either the father or the mother. Here are the words of a young man involved in delinquent behavior who felt guilty and wanted to correct the situation:

I felt as though I wanted to wake the world and apologize for my behavior. I had to talk to someone, just to explain my feelings if nothing else. There had been numerous times in the past when I had taken my problems to my parents. With their gentle understanding and adult knowledge, they had helped me in every way possible to solve my problems. This time it was different. I couldn't bring myself to offer my problem in open discussion with them.

On the other hand, a majority of girls who had trouble with the topic of misbehavior declared that they could talk with their fathers much more readily than with their mothers. Their difficulty with the item ranked at five with mothers and at twenty with fathers.

*Health habits* appeared to cause girls moderate difficulty in discussions with either parent, but *ailments* were far easier for them to talk about with

mothers than with fathers. These topics gave boys, too, more than moderate difficulty, but the reticence was not significantly different in talking with one parent or the other. *Failures and defeats* were considerably more bothersome for boys than for girls. *Engagement* ranked fourth highest in intensity of difficulty for girls in relationships with either parent, but the topic dropped down to fourteenth for boys with fathers and to seventeenth with mothers. Perhaps this finding is understandable when we realize that nineteen-year-old girls are more likely to be involved with the realities of engagement than are boys of about the same age.

*Beliefs* appeared well above the middle ranks of difficulty for both boys and girls. When girls talked with fathers about their beliefs, the intensity of difficulty was considerably higher than in the other relationships. *Smoking and drinking* ranked from seventh to twelfth place. In other words, these items were reported as moderately difficult to discuss, not as the most bothersome.

Girls found *how to dress* about twice as hard to discuss with their fathers as with their mothers, but boys found the subject equally easy with either parent—at twenty-second place. Boys could talk about their *fears* with considerably less stress with their mothers than with their fathers. ("Fears" were defined to the young people as "things you are afraid of, such as the dark, criminals or insane persons, war, diseases, snakes, animals, losing one's mind, or being in an accident.") Girls had slightly more trouble in this area but about the same amount with either parent.

## Story Behind the Silence

Why do youngsters have difficulty in talking with their own loving parents, of all people? Why does a girl write these wistful words?

For some reason in my high school years I found it easier to talk to my best girl friend's mother than to my own.

Why does a lonely youngster make this confession?

Before coming to college I had contemplated marriage, and I realize that I should have relied upon the one person who could best tell me what to do, my mother. For some indescribable reason, I did not. I admit I have never tried to bring the subject up with her. I am actually afraid to do so. As a result of this, I know she feels as left out and alone as I do at times.

Why does another girl write with regret of her father?

Perhaps if I had discussed my feelings with him, we would have been able to understand each other better. Although I had many opportunities to talk with my father, I avoided them as much as possible.

Those were written by girls. I have in my files dozens of similar statements by boys.

What are some of the reasons for this breakdown in communication between the generations? When I tested and ranked the answers young people gave me, the following were some of the points of interest I discovered:

Vocabulary, the study showed, is not a major stumbling block. The young people believed they had the necessary words with which to express themselves to their parents. Nor did these students feel especially rejected or unwanted by their parents. (I noticed, nevertheless, that whenever rejection cropped up, the girls felt far more rejected than the boys did!)

Neither the boys nor the girls felt so superior or inferior to their parents that these feelings could be cited as barriers to communication. Age difference was among the least important obstacles where the girls were concerned, but it did carry some weight with the boys.

Conservatism of the parents—that is, an old-fashioned attitude opposed to modern ideas and ways—ranked high as a reason, especially for boys with fathers and for girls with mothers.

One of the strongest and most prevalent reasons for breakdown was fear—fear of scolding or fear of punishment.

But the reasons topping all others by far were *self-reliance* and *no need*. Many of these young people had achieved a high degree of independence from their parents. For eighteen or nineteen years the parents had been trying to build their children's maturity, their ability to grapple with life on its own terms. And now those very qualities were the major cause in the breakdown of communication. We still have much to understand about the drive of young people for independence. We still have much to learn—and to apply—on this point.

No time for talk was of intermediate importance for boys, but it was one of the most important sources of difficulty for the girls. In fact, in girl-father situations, it ranked second only to *no need*.

Did children's guilt feelings play a part? Very much so, especially for the girls. But *signals of discomfort* in the faces or actions of the parents were almost equally credited as reasons for stopping talk. Thus signs of emotional upset in parents seemed to be as destructive of the relationships as the feelings of the children.

## Communications: Maintenance and Repair

What can parents do to improve a parent-child relationship when it is found to be sick? Let me suggest a few preventive and corrective steps to take.

A smooth, healthy flow of talk between child and parent is the great need—the basis and the means of a good relationship. Many young people want to talk to their parents about their interests and problems. Even after breakdown occurs, they love and respect their parents and wish the situation could be improved.

My own life [writes one student] has been unhappy because it has lacked the communication I have needed with my parents. It has caused a break between them and me that perhaps can never be mended. I don't want my children to feel the way I do now, because I wouldn't want to be hurt as I have hurt my parents.

Such a breakdown comes from emotional disturbance, not from low-powered thinking. Sick relationships can be restored to health only by the renewal of communication. The parent, assumed to be wiser, more experienced, and more mature, is usually expected to take the first step toward that restoration.

What can parents do to prevent difficulty? Begin early in the child's life to establish sound lines of communication. Listen to him. Strive to understand the needs that his every act and expression indicate—even his fantasies and nonsense. Be aware that he has powerful dynamics for meeting needs. Help him. Encourage him to get counsel and information from honest sources. Stay out of areas that are emotionally stressful; talk about easy topics. Make time for relationships to take root and grow. Recognize the importance of minor breaks in the lines of communication between the generations. Strive to maintain mastery over emotions. And for repair services look to agencies beyond the persons involved.

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## WHAT'S HAPPENING IN EDUCATION?

• *Now that the federal aid bill for school construction has been defeated in the House of Representatives, what is likely to happen next?* —M. R.

You may be referring to the national scene, but let's look at what will happen next to you as a parent or a teacher. As I see it—

- That bond issue for a much needed new school, which was voted down at the last election, will again be placed on the ballot. This time you will be enlisted in an even more frantic campaign to get the bond issue passed. It will be tough.
- You should tell the voters that annual interest on the bonds will be 4 or 5 or even 6 per cent, in contrast to 2 or 3 per cent a few years ago. Payment of interest and principal will add to the tax burden.
- You should tell the voters that inflation, reflected in higher prices for materials and labor, means that the bond issue must now be larger. The building will cost one third to one half more than it would have cost ten years ago. Perhaps more.
- You will be forced to tell the voters, in most cases, that their real estate taxes will go up. No increase, no school.
- You should tell your fellow citizens that there is no hope of any financial assistance from the federal government unless your community has the good fortune to be near a military post, an airplane factory, an atomic energy installation, or the like. In that case it is classed as "federally impacted" and can share in the U.S. millions voted for such areas. The money can be used for buildings and for teachers' salaries. Too bad if you are not "federally impacted."
- You should remind your fellow citizens that their real estate taxes will go up because the bill advocated by the President was defeated through the efforts of organizations quite familiar to them. Perhaps the local representatives of these groups can be persuaded to lead your new school bond campaign. They were the organizations that told Congress local school districts and states could well afford to carry the burden of building new schools.
- You had better be prepared for a greater turnover

of teachers. Overcrowding leads to discipline problems. Teachers who find themselves spending more time "pupil sitting" than teaching say to themselves, "Why don't I give this up and get a job in a well-run office?" So you will have more substitute teachers, and that means more discipline problems.

• You had better be prepared for trouble at home. Overcrowded schools, classrooms in basements and churches, substitute teachers—all make it difficult for children to get individual attention. The child who finds arithmetic puzzling will find it even more so deprived of that attention. He'll bring his problems home for you to solve.

These are examples of "what happens next" following the defeat of the federal school construction bill in the House of Representatives by five votes. "What happens next" happens to you and your fellow citizens. Washington has washed its hands of your school problems.

• *I have three children. One is fourteen and in the eighth grade, the next oldest in the seventh, and the youngest in the third grade. Our family has decided that its resolution for the year 1957-1958 will be to increase its reading. Can you give me some lists of recommended books for the three grades?*

—E. W. E.

Congratulations on making this a family resolution. Too often the parents who are concerned about their children's reading do very little reading. Reading can be contagious; children catch it from parents.

"There are plenty of fascinating books for children that adults would enjoy too," writes Phyllis Fenner. "They have enough humor, philosophy, and wisdom to satisfy adults. Begin with funny stories, tall tales, folklore. Once the children get a taste for stories they are on their way to better things, and the comics and television will take their proper places in the scheme."

This quotation comes from Miss Fenner's new book, *The Proof of the Pudding: What Children Read* (published by John Day). She knows the pud-

ding, having served with distinction as school librarian for more than thirty years, and seasons her practical suggestions with wit and anecdote. Take her story of Warren, who loved King Arthur and stories of knighthood. His mother overheard him in the back yard shouting to some enemy knights to get out, "or I'll rend thee asunder!"

Out of her many years of experience, Miss Fenner warns us away from any pat recommendations:

"Children are real individuals. . . . They do not all like the same things. We grownups would like to have them all alike, I sometimes believe. We expect them to like the books we think are worth while. . . . Children, unlike grownups, do not read books because they are best sellers or much talked about. They read nothing but what interests them."

Do you have a nonreader in your family? Don't be overly worried, says Miss Fenner. She cites the case of Bob.

Bob won a trip to California for himself and his mother when he was nine by inventing an electric ditchdigger to go with his Erector set. He never read more than he could help. As his mother said, "He wouldn't have bothered to learn to read if he hadn't had to know what it said under the electrical diagrams in the books on electricity." Almost every week his mother was in to see if we couldn't get Bob to read *Robin Hood* or some of the books the other boys were reading. Bob tried to cooperate pleasantly, but he wasn't really interested. A few years ago, he graduated from M.I.T. He came in to see me. "Well, Miss Fenner," he said, stretching out his long legs as he sat in one of my little library chairs, "I don't read much more than I used to. I read the *Reader's Digest* now and then." . . . We who love to read, love words and book people, feel bad to have children miss our favorites and to miss the joy we know from reading, but obviously we can't all do everything. Some of us have to be the doers and some the readers.

If you are looking for certain kinds of books—fact books, adventure stories, funny stories, stories to read and tell—you'll find here specific recommendations. The titles of the books are followed by a few lines about their content and appeal.

You'll do well to let Phyllis Fenner be your guide.

• *What actions of significance were taken at this year's centennial convention of the National Education Association?*

—D. R.

On its hundredth birthday the N.E.A. crossed its heart and promised to be of more help to parent-teacher associations. And to other citizen groups working for improvement of the public schools.

How will this be done? Well, suppose a local taxpayer group begins a violent attack on the public schools. The N.E.A. declares that its staff people will be available to give P.T.A.'s and other groups expert advice on how to meet such attacks. The N.E.A. will supply larger quantities of materials—statistics, publications, charts, and so on—needed for such emer-

gencies. The N.E.A. pledges itself to become the "clearinghouse for educational information in this country."

Suppose your community has been caught up in the general economy wave. (This wave, which started in Washington, has not yet greatly affected federal government operations but has crashed like a great tide on local school bond issues and budget proposals.) You are desperately in need of comparative facts and figures to bolster arguments for a new school and to counteract the opposition. You want guidance on how to plan and conduct a campaign for a school bond issue. The N.E.A. promises help on this score also.

You may ask, "Hasn't the National Education Association been doing that all along?"

To a degree, yes. But the N.E.A. has centered its service on its members—teachers and school administrators. It has focused its research on teacher salary trends, teaching conditions, pension plans, and so on. It has come to the defense of educators discharged for no good reason. Its many departments—associations of teachers of music, science, physical education, and others, and associations of principals, superintendents, and supervisors—all work to improve educational know-how in their various specialties.

The N.E.A. has been educator-centered. Now in its next hundred years it promises to branch out, to serve groups supporting public education as well as those conducting it.

Don't expect miracles. Such a broad program requires time, people, and money.

The N.E.A. didn't overlook the important point of money. It voted to raise its dues from five to ten dollars a year. A big jump? That fee is still peanuts compared to the dues charged by associations of doctors, dentists, teamsters, waiters, plumbers. But if the present membership of 703,000 holds, the N.E.A. will receive \$7,000,000 annually. That's not counting the dues received from its thirty or more "department" organizations. So there should be enough to launch the expanded program of service.

Some of this additional income will build up field services for local and state organizations. This should mean that you won't need to depend on a pamphlet mailed out from Washington. You can look forward to personal assistance from experts familiar with your area.

The N.E.A. also resolved to step up its campaign for federal aid for education. It moved to tighten professional standards by giving its executive committee power to "censure, suspend, or expel a member" for conduct detrimental to education or the profession. Doctors, lawyers, and other professional groups have for many years policed their services with such power. The action by the N.E.A. should increase public confidence in the teaching profession.

—WILLIAM D. BOUTWELL





## NOTES from the newsfront



**Statistics We Like.**—From the U.S. Office of Education comes the cheering news that schools had 61,000 more teachers in 1956-57 than in the previous year—a gain of 5.4 per cent. The National Safety Council reports good news also: Traffic fatalities, despite a 5 per cent increase in highway travel, are down 2 per cent for the first half of 1957, compared with the same period last year. Teacher recruitment and safety education are paying off. We are reminded of a sign that a reader reports having seen in front of a school building: "Drive Carefully. Teachers Are Scarce."

**"Teen" Is Taboo.**—"Teen" is a term teen-age girls abhor, according to *The New York Times*. From New York to California, stores that cater to young customers shun the word. They give their teen-clothes departments such names as "Young Circle," "Junior Miss," "Young Deb," "Junior Assembly," "Hi-Shop," and "Campus Junior."

**Diplomas by Mail.**—The number of people taking correspondence courses in the United States is higher than the total number of first-year students in all the universities and colleges in the country. One of the most popular correspondence courses is accountancy. A fourth of the qualified accountants in the nation have earned their diplomas by this method, the International Bureau of Education reports.

**Penny Pleasures.**—The mention of "penny candy" is likely to bring back nostalgic memories to many an adult—memories of how, as a child, he pressed his nose against the glass in the candy store and, after painful deliberation, selected "a penny's worth of red hots" or "a candy banana." Penny candy is still with us, reports the National Candy Wholesalers' Association. In fact, it still accounts for about 5 per cent of all the business done by America's candy industry.

**The Trouble with "x."**—Mathematics is suffering from a bad case of "x-itis," says Karl Menger, a professor at the Illinois Institute of Technology. The symbol *x* has at least a dozen different mathematical meanings. Confused symbols and terminology such as this, Professor Menger thinks, have made algebra and other branches of mathematics difficult for many students. With a grant from the Carnegie Corporation he hopes to untangle some of the inconsistencies and put mathematics "within the grasp of the average student."

**A Good Pair for Prospective Teachers.**—Do you know a young man or woman in your community who is planning on teaching as a career? Your P.T.A. can start the teacher-to-be on the road toward better understanding of a major

responsibility—that of working with parents and with the parent-teacher association. How? By giving that young person a subscription to the *National Parent-Teacher* (\$1.25) and a copy of *A Teacher's Guide to the P.T.A.* (50 cents), a new National Congress publication. Make your check or money order for \$1.75 payable to the National Congress of Parents and Teachers and send it to 700 North Rush Street, Chicago 11, Illinois.

**Food Quiz.**—True or false? Frozen orange juice has less nutritive value than fresh. Children should not be allowed to eat raw potatoes. It is dangerous to leave food in a can that has been opened. Water is fattening. White eggs are more nutritious than brown. If you answered *false* in each case, you're up on your food facts, according to a pamphlet, *Food Facts Talk Back*, issued by the American Dietetic Association.

**Women's Rights the World Around.**—The number of countries where women have the right to vote has doubled in the last ten years—from 36 to 72. There are now only 13 countries which continue to reserve this right for the "stronger sex," reports the *United Nations News*.

**What's New in Skyscrapers and Igloos.**—Plans are under way for a bright red skyscraper (using steel panels covered with red porcelain) to be built in midtown New York. . . . Latest in housing for Eskimos is a plastic igloo, developed by the Canadian government. It's supposed to be warmer than a snow igloo, and of course it won't melt come spring.

**A Child Shall Lead.** . . . —The 4-H club, a typically American institution, has been adapted to far-off Ceylon. When an American expert from the U.N.'s Food and Agriculture Organization went to Ceylon to teach the farmers how to grow more and better rice, he found the older peasants reluctant to try new ways. Then, remembering the 4-H clubs he had worked with at home, he decided to organize "paddy clubs" among the children. Each youngster was allotted one eighth of an acre of his father's paddy patch on which to practice improved methods of growing rice. Before long, the fathers, marveling at the splendid crops on their children's plots, were asking if they too could form clubs and learn the new methods.

**A Comfortable Conscience.**—Four-year-old Robin was having a little difficulty with bed-wetting. "Robin," said his mother one morning, "I think if you tried just a little harder you wouldn't have to wet your bed." "I know, Mom," said Robin. "I wake up and I say to myself, 'Robin, you really must get up and go to the bathroom.' And then my conscience says to me, 'Aw, forget it.'"

# ON BEING

*Ashley Montagu*



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BEING HUMAN is, of course, the most interesting of all the processes in which we engage. The trouble is that it is extremely difficult to be human in the face of the conditioning that we human beings receive because we do not have all the instincts that govern the behavior of animals. Without instincts man has to learn from other human beings everything he does and knows. As a result he is the most precariously situated of all living creatures on the face of the earth. For he is not only capable of learning more right things than any other creature, but he is also capable of learning more wrong things. And when you put the right and the wrong he learns together, you don't get intelligence. You get the stage in which he is at present—confusion.

The subject we are most confused about, of course, is the subject that is nearest to us: ourselves. Concerning the nature of human nature we are all victims of a complex inheritance. We received this legacy from several sources, principally through the belief that man is born a brutish and nasty creature. If you look at a newborn baby, with his rather egocentric behavior, it is obvious that he behaves as if the whole universe were created exclusively for his benefit, as if the whole universe must minister to his needs. This confirms the views of Hobbes and Darwin and Spencer and thousands of others that man is born a nasty, selfish brute and that the function of the educator must be to police his nasty, brutish impulses.

Recent studies by scientists assert that these traditional notions on the nature of human nature are

not only unsound but wrong. They challenge the world to produce a single bit of evidence of the innate hostility or nastiness of man. Not only is it untrue to say that man is born nasty, brutish, selfish, and the rest; it is untrue to say that man is born neither good nor evil. Is he born indifferent? Of course he isn't. On the contrary we find that he is born with the most highly organized system of potentialities of any creature on the face of the earth—and all of them leading in a very positive direction. We can define this direction in words by saying that all human beings are born positively good.

## *In the Beginning—Goodness*

This is a new kind of statement in the twentieth century. True, the idea was laid down by Rousseau in the eighteenth century, but he was a philosopher and not a scientist. Today the declaration that man is born good comes from scientists in experimental laboratories.

What do we mean by good, and how do we know that human beings are good? Goodness is behavior directed toward others in such a way that it confers survival upon them in a creatively enlarging manner. How do we know that the definition applies to a newborn baby? In precisely the same way that a scientist knows anything—by going out, making observations, and checking them in as many different environments and cultures and segments of the same culture as he possibly can.

Some of my colleagues at the Children's Hospital in Cincinnati, among other places, have been study-

# HUMAN

**From newborn babies scientists are piecing together evidence of the inherent goodness of man.**

ing the development of human beings from the moment of conception on. For many years I have also been engaged in such studies. We can perhaps eventually get back earlier than conception, but at the moment this is a good starting point.

When we study the development of the embryo and the fetus *in utero*, we find that on the average it spends 266½ days suspended by the umbilical cord in the embryonic fluid—rocked, as it were, in the cradle of the deep, where no work is required or done. There the child lives, in short, the life of Riley. When he gets born we have every reason to believe he is expecting a continuation of the life he has led in his mother's womb.

But what do we do to the newborn? We, the most educable of all creatures and knowing virtually everything that is good for a child, immediately separate the child from the mother. We take him away because we believe infant and mother are not good for each other.

The origin of this idea is due to the mistaken notion that mother and child infect each other. Yet all the evidence we have found from our studies of the infant and his relationship to his mother points to the fact that immediately after birth mother and child need one another more than they will ever need one another or anyone else again in their lives. At this crucial time they need to be left together.

We say it is perfectly all right not to breast-feed the baby. Yet there is evidence too that breast-feeding confers benefits on mother and child. A mother who has not had the experience of breast-feeding her baby

is not the same kind of mother as one who has. Bottle formulas made with cows' milk are good for little cows, but there is no substitute for mother's milk. And what better promise of good things to come can there be for the newborn child than putting him to his mother's breast and there letting him get the support and reassurance he so needs at this time!

We have learned more about what it means to be human from the study of babies than from the study of adults. From babies we have learned what must be done to realize potentialities for developing a healthy human being. Babies show these potentialities in high relief. Adults have become callous and deformed; they have been rendered disordered and diseased by living in our kind of world.

Our concepts of human nature largely determine the manner in which we educate human beings. The word *education* is actually derived from the Latin word *educare*, meaning "to nourish, to cause to grow." To educate, we must know first what human beings are born as. If we assume they are born hostile, we make a very different approach from that which we would make if we assume they are born good.

## Love—A Matter of Reciprocity

What have we discovered about love? That the baby not only needs to be loved but that he needs the opportunity to love others. We can't cut loving in half and say, "I will love you, but it doesn't matter to me whether you love me or not." There is no such love. There is only one kind of love, the kind we learned from Him who long ago remarked that a little child shall lead them. It is indeed the little children that are leading those of us who are studying their development and their needs.

Of course we all know that we ought to love children and children ought to love us. We belong to a culture in which we hear the word "love," just as we hear the word "democracy," perhaps more frequently than it is heard in any other culture. But what is this love? Well, we have authoritative answers of various kinds. One of the most persuasive and influential is Hollywood, which tells us exactly what love is: Boy meets girl, and they get married and live happily ever after. Popular songs also tell us what love is. And so we know exactly what we're doing when we say "I love you" and "I wish to marry you."

What is this, when we analyze it briefly? In our culture women usually marry in a market in which the article they marry is rather more rare than their own sex. So it is a rarity of commodity. The art of courtship has been derived from the eleventh and twelfth centuries and distributed throughout the Western world by troubadours. Every lady has her gentle, loving knight. It is a very beautiful, tender conception of love, to which the male in our culture subscribes during the wooing period—the period in

which he convinces the female that he is indeed the knight of her dreams.

How the male is conditioned in the Western world I can describe in these terms: He perceives an object of the opposite sex who possesses a certain distribution of curvature properties that popular taste considers to be feminine beauty. He is propelled in the direction of the desired object, and it is this physical attraction he conceives as a basis for love and marriage. It is not surprising that after marriage the female discovers her husband to be far from a perfect, tender, gentle, loving knight; that the one quality he lacks is tenderness. Why? Because in our culture there is a taboo on masculine tenderness.

These notions of love have nothing to do with what we, who have tested out some of the elements, find love to be: communicating to another that you are *all for him*. Those are the words. Spelled out, what they actually mean is communicating to the other person that you are profoundly involved in his welfare, that you are deeply interested in him because you realize that to be human is to be in danger. To be human is to be the most dependent of all creatures, not only for survival but for development.

The worst treason human beings are capable of committing against others is to let them down when they are in need. To love is to offer assurance that you will not commit this treason, that you will always be standing by, ministering to their needs. If you can communicate this to other human beings, then you can be said to love them. For this is what human beings require. When they have been deprived of adequate quantities of love, they suffer. The deficiency is so serious that it may endure for the rest of their lives, crippling their development in all conceivable respects.

We have learned that children who have not been adequately loved are likely to flounder, even to die, from lack of love, though all other requirements may have been satisfied. If they do not die, they will not develop adequately. They will be handicapped psychologically, and every organic system, every sustaining system of the body may be disordered as well. I can show you X rays of children whose bones differ from the structure of other children's bones. And we have found that children whose bones are deficient have suffered a deprivation of love. Love is actually necessary for growth of bones.

The human potentialities that require development beyond all others are those for love—the capacity to love. If we fail in this, we fail in creating a human being who has realized his destiny: to be a person who can relate himself creatively with other human beings.

The function of education is nothing more or less than this: helping every child to realize his potentialities for being warm and loving. Reading, writing, and arithmetic are secondary to this function. In our

country we have more colleges of education, more professors of education, more books on education than in all the rest of the world put together. Yet we have less education here than in the rest of the English-speaking world and, I think, the Latin-speaking world. What we have is instruction, and if we go on with it, I suspect that in another generation there won't be anyone left in this country who can tell the difference between instruction and education.

### The Ultimate Failure

Education should bring out to the full a human being's best potentialities. Education should produce human beings who behave toward all others in such a way as to bring out to the fullest their potentialities for becoming warm, loving, *relating* human beings. If we fail in this, we fail in everything, because we have deformed and disordered a human being and turned him into the most dangerous creature on earth—a person who stands an excellent chance of destroying himself and others.

If we have knowledge at our finger tips and don't know what to do with it, the probabilities are that we shall misuse it. This, I would suggest, is the predicament of Western man today. We are near the edge of doom. We have brought ourselves to this point because we don't know what we are born for. And we cannot know that until we know what we are born as.

We have to reevaluate what we are doing as parents and teachers. We have to reexamine the meaning of being human. We have to ask ourselves, "What is education? What is it desirable for a human being to be? Is it desirable for him to be a knowledgeable person without any knowledge of his own nature? A person who will not know how to relate his knowledge to other human beings, and who therefore may endanger not only himself but others? Or will he be a human being who is warm and loving, who behaves toward others in such a way that he causes them to behave as he is behaving?" As parents and teachers we have to ask ourselves whether we are going to continue to be part of this problem or whether we are going to make ourselves part of the solution.

I know of no better words with which to conclude my message than those written by a divine who was also a poet. John Donne in 1626 said, "No man is an island entire of himself. Every man is a piece of the continent, a part of the main."

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*Ashley Montagu, lecturer, author, biologist-anthropologist, has written many important books on human development and human destiny. Among them are The Natural Superiority of Women and The Direction of Human Development. This article is condensed from Dr. Montagu's address given at the final session of the 1957 National Congress convention.*



# Of Dollars, Budgets, and Hope



**T**HIS IS THE STORY of 379 million very special dollars. They're dollars that Americans took out of their pockets last year for Red Feather drives, dollars dropped into community kitties set up for one purpose only: to help neighbors.

The sum scored a new high for Red Feather campaigns, a new peak in neighborly generosity expressed by way of the scarlet emblem.

For ears accustomed to the clang of multibillions ringing up on the cash register, the deposit of a mere 379 millions in the till may register only a faint click indeed.

Still, 379 million dollars—even 379 million inflation-shrunk dollars—can certainly buy a great deal. For confirmation of this fact we have only to turn to the 1956 budget of the United community campaigns.

LAST YEAR'S Red Feather dollars bought an extraordinary number of humanitarian services. We can list here only a small fraction of the tasks at which these dollars worked. They purchased aid for crippled children, for the hard of hearing, for the blind. They helped pay for adoption services, vocational training, and health education. They helped enliven playtime in neighborhood centers and settlement houses. They paid bills in child guidance clinics, day nurseries, and children's hospitals. They brought cheer and assistance to the aged, the homeless, and the disaster-ridden.

Red Feather funds flowed into about twenty-five thousand health and welfare agencies across the country, offering help and hope to some seventy million men, women, and children.

One thing you can't overlook about this budget: Most of the money—sixty cents out of every dollar—was spent on children and young people. Another observation will not escape you: All the money went for health and social welfare services.

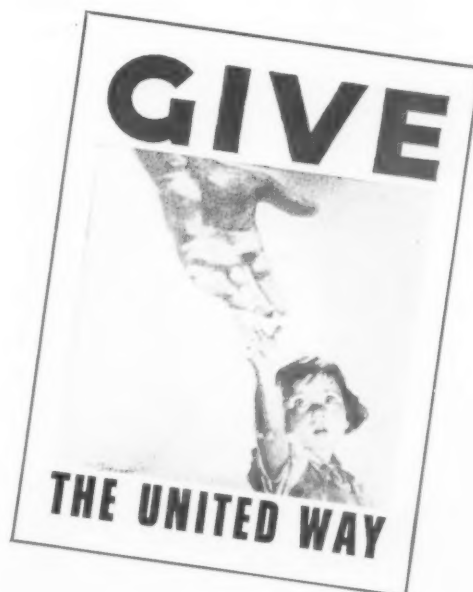
You'll note, too, that many of the dollars never left the home town where they were collected. In fact, the entire United enterprise is pretty much a local venture. Local citizens collect the money. Local citizens manage the funds. Local citizens guide the operation of the services that the funds make possible.

But the budget also gives a substantial place to national causes. Funds are used to fight diseases that pay no heed to city and state lines—maladies like cancer, polio, tuberculosis, heart ills, multiple sclerosis, and muscular dystrophy.

All in all, this is the kind of budget that adds to human happiness and human dignity. This is the kind of spending program that puts dollars to work building for man and his welfare.

PERHAPS it would not be amiss to look at these United community funds—and the country now has hundreds of them—as community hope chests. For there's no gainsaying it. The budgets built on Red Feather dollars are designed to bolster hope—not a hazy promise of good things to come on some distant, out-of-sight tomorrow, but tangible promise for the filling of today's needs as they crop up on our block, around the corner, or across the street in our home towns.

Is there a desire to replenish hope in your community? Red Feather dollars offer you one concrete way of doing it.




# The

## PART II

# P.T.A.

# Spokesman



*Sustenance from secure families.* Mounting research findings point sharply to the importance of a normal family life to a child, especially during the early years. Many problems that become dramatic in youth and adulthood are generated during the first four or five years of a child's life. Society must make every effort to maintain the integrity of the family. Where unavoidable circumstances rob a child of one or both of his parents, society must duplicate as nearly as possible a normal family environment for him. Survivorship benefits, daytime child-care centers, child placement agencies, and improvement in our laws on illegitimacy are but a few aspects of this problem. The fact that every child must have two parents is biologically obvious and equally true psychologically. This aspect of parental responsibility should be strongly emphasized by family life education courses in high schools and colleges.

*Places to play.* The sedentary nature of mechanized living, plus the fact that large segments of our people will soon abandon the single-family dwellings with their insulation of garden and space, indicates the growing need for recreational facilities for children and adults. We need children's playgrounds, parks, picnic recreation areas, and wilderness reserves protected from desecration—facilities that can be guaranteed only through wise and courageous community planning. Such areas are often profitable for private exploitation. At all community levels planning must look forward a half century. This cannot be accomplished without pressure, and the time to act is now. The price of delay will be high indeed.

*Healthy minds.* There are probably a million children of school age in our country who are emotionally disturbed or seriously maladjusted socially. These are future patients for our state institutions. Most of them can be identified by qualified experts, and many of them can be salvaged if given help. Relatively few school systems employ qualified psychologists, and even fewer can afford psychiatric services. This problem is important, not only because the dis-

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Arthur F. Corey

Executive Secretary, California Teachers Association

# for Children

turbed child needs help but because such children may be trouble-makers and monopolize the time of the teacher. In many classrooms the educational opportunities of thirty other children are jeopardized by one maladjusted child. Psychologists and psychiatrists cost money and are usually not available unless special provision for them is made by law. Here again there is need for immediate action.

... *And sound bodies.* There are nearly a hundred thousand blind or nearly blind school children in our country. A half million are crippled, and another half million have serious health problems. An unknown number have tuberculosis, syphilis, rheumatic fever, and other diseases that, if identified and treated, can be cured. Socially we show far more concern over diseases of cattle and pigs than we do over the health of our children. The typical child in this country is fortunate if he gets three physical examinations during his entire public school career. And even these are cursory, with not more than five or six minutes allotted to each child. Poor dental conditions are more easily and quickly detected and are customarily better handled. Yet dental health conditions, too, are far from satisfactory.

Every child in the public schools should have an adequate physical examination every year. Defects should be promptly referred to parents. For more than a quarter of a century the National Congress has conducted a pioneering program with this aim—the program long known as the Summer Round-Up of the Children. If parents will not or cannot provide treatment for their children, the school medical staff should be ready to undertake this service. The program might cost a billion dollars a year, but it would prevent later illness.

*Democracy's children.* When Thomas Jefferson wrote "All men are created equal," he undoubtedly meant that God intended that all men should have an equal chance. And Jefferson knew that education was the only force that could make it possible for America to come anywhere near achieving this ideal

We are concluding here a statement of P.T.A.

concerns taken from the provocative address given by Dr. Corey at the 1957 convention of the National Congress of Parents and Teachers. The first part of his talk, published in last month's issue, ended with five basic convictions about the rights of children—convictions on which P.T.A. activity is based. Here Dr. Corey examines them one by one in the light of children's needs and problems today.

of equality. If every man is to have an equal chance, he must have equal opportunity to develop his own capacities. This is the origin of our concept of equal educational opportunity. To be sure, some must lead and some must follow. But the American public school is dedicated to the proposition that every child shall have the opportunity to lead if he will.

We have long recognized that an educated electorate is essential for the preservation of democracy. Equalization of educational opportunity is necessary if there is to be any democracy to save. Educational opportunity is as basic a democratic principle as the right to fair trial or freedom of worship. The more complex society becomes, the more important education becomes as a means of equalizing opportunity.

## Who Is Responsible?

If public education is to be an efficient equalizer, the resources of the country must be mobilized in its support. This means local, state, and federal responsibility. Large segments of wealth in this country are preempted as tax sources by the federal government. There are millions of children residing in states where adequate educational opportunity could not be provided at local and state levels except through confiscatory taxation. Every major study of school finance in the last twenty years has developed support for the thesis that a fair distribution of educational opportunity cannot be achieved except through federal aid. Unfulfilled aims and undeveloped talent are just as tragic when they are the result of being born in a poor state as when they result from being born with a colored skin. It's doubly tragic when both situations confront the same child.

The danger of federal control of education is to some merely a convenient excuse and to others an unconscious rationalization. Federal control of education is not only not dangerous, but some of it would be eminently desirable. The federal government could well establish minimum standards for teacher education, school building construction,

length of the school term, and many other physical aspects of the school program—at the same time recognizing that control of what children study and how they are taught must rest with the local boards of education. There is nothing inherently dangerous about federal subsidies. History proves that subsidy brings control only when control is planned and desired. When it is undesirable it can be avoided.

Every child in America has the right to a competent teacher. As far as competence can be effected by professional training, it should be equalized throughout the country. This can be accomplished only through a national program of professional accreditation and federal financial assistance.

Equalization of educational opportunity will not be achieved by treating everybody alike. To treat two individuals of widely differing ability alike is to deny opportunity to both. Education can be the vehicle for achieving equal opportunity only when it provides the special services through which teachers may be helped to diagnose individual differences, needs, and talents. The differentiation of treatment that this approach demands cannot be achieved in a program of mass instruction. Under present teacher loads in many parts of the country, individual attention is absolutely impossible. Discrimination against a child that results from the fact that an overburdened teacher didn't have time for him is just as harmful as discrimination that develops from bigotry or prejudice.

A few facts will document how far we have fallen short of our ideal of educational equality.

- A standard classroom in New York costs nearly five times as much as it does in Mississippi.
- During World War II, 716,000 men were declared unfit for military service because of educational deficiencies. There are every year in our country from 125,000 to 175,000 children who grow up through compulsory school age without having had enough schooling to read and write.
- Of the top 20 per cent of our most capable high school graduates, nearly half never get a college education. The student bodies of all our colleges and universities could be doubled without lowering the median ability of the group. Unless we face the necessity of restricting the percentage of our young people going to college we will in the next fifteen years be required to build facilities for higher education equal to the total built since the landing of the Pilgrims!

We have become accustomed to compromise when we consider school problems. We know that teachers' salaries, teacher education, class size, and school dis-

trict organization are not satisfactory, but we are told that we must be content because present conditions represent the best that can be had. Today we compromise with what we know to be right, and next year we are asked to compromise with compromise itself. The American people must make another historic decision. Either we stop compromising with the educational needs of our children, or we compromise our dream of a free and equal people.

The P.T.A. could well accept the goal that no child in America be deprived of any educational opportunity that he is capable of undertaking, regardless of his own financial resources. How much this would cost no one knows. Whatever it costs, we can afford it.

### Science with a Conscience

In the next half century America will face issues that are basically moral. More and more we find agreement that anything which fosters the dignity of the human individual is moral. Transcending every other problem is the decision as to what we are to do with our new-found control of the atom. The recent statement of conscience by Albert Schweitzer will, in my opinion, prove to be a most significant document. Dr. Schweitzer exhibits in his life the tremendous power of moral integrity. He combines spiritual insight and scientific knowledge. He questions the moral right of men to risk the dangers of widespread radioactivity which inevitably accompany atomic fission. He believes it entirely possible that radiation has already been loosed which may affect mankind profoundly for scores of years. This issue, which is scientific and moral, has unfortunately been tied to party politics.

The magnitude of this dramatic problem indicates that America needs an organized conscience, a conscience with a will, a conscience that can speak with a voice loud enough to be heard.

I have only begun to outline the areas where community action is indicated to undergird the family and to serve children. I do not minimize the seriousness and the risk involved in my suggestion that the P.T.A. enter the power structure of the community. We must accept the fact that certain loyalties are primary and others secondary. It is essential, beyond all else, that the National Congress of Parents and Teachers have an ever-widening group of members to whom the welfare of children and the family is a first loyalty. Such members will be dedicated not only to their own children but to every boy and girl in the most forsaken families in the community.

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### COMING NEXT MONTH

What Kind of a Citizen Are You? by James H. Snowden

Two-Job Mothers by F. Ivan Nye

The Case of Television vs. the Children: A Forum-in-Print



## at your service

Contributed by  
P.T.A. National Chairmen

### Uniting a Divided World

A report from Mrs. Clifford N. Jenkins, national chairman of Legislation, notes that a member of the Washington legislation committee of the National Congress of Parents and Teachers attended a State Department briefing session on the International Atomic Energy Agency. At the meeting, concern was expressed over the lack of public knowledge and understanding of the agency.

The International Atomic Energy Agency came into being this past July when President Eisenhower signed the papers ratifying United States membership. The creation of such an agency was first proposed by the President in his historic atoms-for-peace speech before the United Nations on December 8, 1953. In that speech he pledged that the United States would "devote its entire heart and mind to find the way by which the miraculous inventiveness of man shall not be dedicated to his death, but consecrated to his life."

On July 29 as the President signed the ratification documents, he held forth hope that through the new agency "the splitting of the atom may lead to the unifying of the entire divided world."

Programs for United Nations Day (October 24) and United Nations Week (October 20-26) might well bring to P.T.A. members and other citizens information on this newest hope for a peaceful, united world dedicated to the well-being of all mankind.

### "Hi Neighbor!"

If the children of the world share their games, songs, dances, and crafts, they will be "better prepared to share their friendships and to create a peaceful and constructive world in their lifetimes," says the U.S. Committee for UNICEF (United Nations Children's Fund). To help American children learn about other lands and peoples, the committee has created an educational and recreational program called "Hi Neighbor!" Promotion of this program is officially sponsored by the National Congress of Parents and Teachers.

Calling the attention of their state chairmen to the project, Mrs. Durand Taylor, national chairman of International Relations, and Dorothea Lensch, national chairman of Recreation, say: "'Hi Neighbor' should prove an incentive to children and youth to explore history and geography; to develop music, art, dance, and language skills; to read and to learn. An all-year-round project, 'Hi Neighbor' is filled with ideas for festivals, play days, and monthly programs as well as for special programs celebrating United Nations Week, Friendship Day, Pan-American Day, and holidays."

"Hi Neighbor" program materials include a kit of fascinating folklore activities, a filmstrip, and a ten-inch LP record of songs and folk dances. Free brochures may be obtained from Mrs. Jeannette Fritsche, United States Committee for UNICEF, United Nations, New York.

## The National Parent-Teacher: The P.T.A. Magazine

The *National Parent-Teacher* is the wisdom of many, dedicated to bring light on the pages of learning for thousands of us—

Who long to know the mysteries of total growth from helpless babyhood through radiant youth;

Who long to know the ways of vagrant children and the sheltered ones, who seek, but know not what they seek;

Who want to know the factors leading to a child's realization of success;

the rewards of constant search for truth.

What are the longings of young minds?

What fills these longings?

What learnings blend to make an art of daily living?

What learnings bring clear calm and poise to youth who still may hear the threatening drums of daily violence?

What learnings and yearnings contrive to build beyond the realms of casualness to heart-bound purpose for a life?

What careless incidents of today may dull the whispers of a dream of greatness?

Or may waken faint distrust of us who love them unto death?

What is it that fans the smoldering flame of jealousy or rouses hate within a gentle heart?

We seek to know what learning fires the heart for conquest.

We seek to know the way to free the innate talents of a child, faltering on confusion's black abyss;

the way to ease timidity, or to soften boldness grown beyond the scope of usefulness;

the way to sublimate the forces that fetter youth to wastefulness and drive to danger those who bow before its guile.

We cry for all these wisdoms, knowing deadly pain of our defeat, and yet—the studied words of wisdom, distillate of countless minds, are spread before us month by month within the pages of this book, our own *National Parent-Teacher*.

Month by month its truths reveal a way:

To understand the ways of children and the dreams of youth;

To strengthen home and unify its partnership;

To enrich home and make of it a citadel of faith and courage;

To understand school and make clear its purposes;

To help us make of school a stronghold of wisdom and culture;

To develop a closer relationship between the school and the people;

To help us bring in unity the hearts and minds of kindly folk, who yearn to build, in their togetherness, a vital place for youth to grow and find fulfillment.

*This is the National Parent-Teacher, our magazine.*

—ANNA H. HAYES



# MOTION PICTURE previews



**PREVIEW EDITOR, ENTERTAINMENT FILMS**  
MRS. LOUIS L. BUCKLIN

## JUNIOR MATINEE

*From 8 to 12 years*

**Niok**—Buena Vista. Direction, Edmund Sechan. A 30-minute short. Filmed in Technicolor against the lush, tropical background of Cambodia in Indochina, this "almost true story" describes the adventures of a small boy and a baby elephant. The tiny pachyderm, separated from his mother, soon becomes devoted to his new protector. Niok quickly learns to eat the "baby food" concocted by the boy and his friends—bananas, coconut milk, and grain. When a passing merchant buys the elephant from the village elder, the heartbroken child follows the trader's safari to the coast, then slips aboard a boat at night to recover his pet. In the end Niok is freed at the ancient Buddhist temple where his little friend had found him. Interesting glimpses of the customs, rituals, and pastimes of the Cambodian people.

Family 12-15 8-12  
Charming Delightful Delightful

## FAMILY

*Suitable for children if accompanied by adults*

**Doctor at Large**—Universal-International. Direction, Ralph Thomas. This film, third in a series of English satires devoted to medicine, lacks freshness. The pleasant, well-meaning cast works hard (particularly Dirk Bogarde as young Dr. Sparrow and James Robertson Justice as senior surgeon), but the comic incidents seem more silly than wacky, the pace slow, and the direction effortful. The plot has to do with Dr. Sparrow's losing out on a cherished surgical advancement and with his adventures as assistant to various British doctors. Leading players: Dirk Bogarde, James Robertson Justice, Muriel Pavlow.

Family 12-15 8-12  
Moderately amusing Amusing Yes

**Operation Mad Ball**—Columbia. Direction, Richard Quine. The playfulness of fictional war heroes is once more demonstrated in this fast-paced, good-natured farce. Jack Lemmon plays a goodhearted private who never can do enough for his buddies, particularly when such service involves the joyous infraction of army rules and regulations. He conceives and carries out "Operation Mad Ball" in order to give one of his buddies and his sweetheart nurse a royal party before orders send the buddy to the far Pacific. Complications involve a running duel with a nosy and jealous captain, a temperamental French café owner, a runaway corpse, a faked ulcer to win the sympathy of Lieutenant Kathryn Grant, and sudden competition with a party planned by the commanding general. Leading players: Jack Lemmon, Kathryn Grant, Mickey Rooney.

Family 12-15 8-12  
Amusing farce A lot of laughs A lot of laughs

**The Pajama Game**—Warner Brothers. Direction, George Abbott, Stanley Donen. With much of the Broadway production's bounce, this lively musical describes the conflict between capital (represented by a handsome new superintendent, John Raitt) and labor (personified by the peppy chairman of the grievance committee, Doris Day) in the Sleepytime Pajama factory. The



In this scene from *Niok* an Indochinese boy, with the aid of his young friends, ties a cowbell around the neck of a baby elephant.

union pulls a slow-down strike when an increase in wages is denied. A company picnic proves an excuse for gay songs and dances. The singing is zestful, the pace swift, and the tone continuously exuberant. Leading players: John Raitt, Doris Day, Carol Haney, Eddie Foy, Jr.

Family 12-15 8-12  
Amusing Amusing Yes

**Perri**—Buena Vista. Direction, Paul Kenworthy, Jr. This True Life Fantasy, based on Felix Salten's book about a lively, courageous squirrel, has not the quality of Walt Disney's earlier True Life films. Although well produced, with remarkable scenes of wild life and beautiful photography in the Jackson Hole country, the story itself is a colorless, long-drawn-out melodrama of wild life. The characterizations of the two squirrels, Perri and Perro, are not developed, and the commentary is painfully effusive. Emphasis on the tragic violence that is an inescapable part of the wild animal's heritage is not balanced by a comparable emphasis on the joy of living and carefree play.

Family 12-15 8-12  
Disappointing Mature Mature

**A Town Like Alice**—J. Arthur Rank. Direction, Jack Lee. An unusual tale of the courage and fortitude of a group of English women and children prisoners in Malaya whom the Japanese compelled to wander from prison camp to seaport through mountains and jungles. Their leader, Virginia McKenna, has a sensitive, finely drawn charm matched by spiritual strength and warm generosity. An Australian prisoner, eager to aid the unfortunate women, steals chickens from a sadistic Japanese officer and is caught, tortured, and later freed. Perhaps the most poignant and long-suffering member of the group is the gentle old Japanese guard assigned to accompany them, a silent friend of the children. Perceptively photographed and beautifully directed. Leading players: Virginia McKenna, Peter Finch.

Family	12-15	8-12
Mature but good	Good	Mature

**The Truth About Mother Goose**—Buena Vista. Direction, Wolfgang Reitherman, Bill Justice. A bright, satiric animated short that gives historic, if tongue-in-cheek, background to three well-known nursery rhymes. "Little Jack Horner," servant of a city official, stole the deed to a valuable estate from a pie he was delivering to Henry VIII and lived wealthily ever after. "Mary, Mary, Quite Contrary" was of course the beautiful and temperamental Queen of Scotland whose contrariness ultimately got her beheaded by Queen Elizabeth. The nursery rhyme "London Bridge" tells the story of that picturesque British landmark whose rows of elaborately designed houses made it acclaimed in the twelfth century as one of the wonders of the world.

Family	12-15	8-12
Interesting	Interesting	A bit mature

## ADULTS AND YOUNG PEOPLE

**Action of the Tiger**—MGM. Direction, Terence Young. Van Johnson, a tough American adventurer, finds himself smuggling a distressed damsel into Albania and leading a foray to rescue her Soviet-blinded brother. But it is not her freely offered wealth that has persuaded the captain to the adventure: it is the cargo awaiting him on the Albanian shore—small Greek orphans depending upon him for repatriation. Their journey to Greece is fraught with narrow escapes, fist fights, and gunplay. Van Johnson's tough American sarcasm gets a bit tiresome, as does the high-pitched melodrama. The shy Greek children add a welcome touch of naturalness, and the mountain backgrounds are beautiful. Leading players: Van Johnson, Martine Carol.

Adults	15-18	12-15
Fair	Fair	Fair

**The Black Patch**—Warner Brothers. Direction, Allen H. Miner. A poorly made western in which George Montgomery plays the role of a veteran who lost an eye in the Civil War and cannot bear to return home. While serving as U.S. marshal in another town he meets his former fiancée, now married to an old friend who has become a bank robber. Leading players: George Montgomery, Diana Brewster.

Adults	15-18	12-15
Poor	Poor	Poor

**The Curse of Frankenstein**—Warner Brothers. Direction, Terence Fisher. No new dimension has been added to justify this remake of the timeless story of Dr. Frankenstein and the monster he created. The film version of Mary Shelley's classic would have been stronger had the scientist's madness been more forcefully established; had his fanaticism made him seem more monstrous than the poor creature he formed. What interest there is centers on the crude and horrifying techniques of giving life to the great, lumbering hulk of a monster. Leading players: Peter Cushing, Hazel Court.

Adults	15-18	12-15
Poor	Poor	Poor

**The Devil's Hairpin**—Paramount. Direction, Cornel Wilde. Cornel Wilde does a good directorial job in this straightforward melodrama of car racing and a family involved in it. He also plays the hero, a retired racing champion whose need for applause is based on deep-rooted feelings of guilt over a racing accident he might have prevented. Mary Astor is excellent as his embittered mother. Jean Wallace (Mrs. Cornel Wilde) is sympathetic as the girl who rejects him. Leading players: Cornel Wilde, Jean Wallace, Mary Astor.

Adults	15-18	12-15
	Good of its type	

**The Domino Kid**—Columbia. Direction, Ray Nazarro. A Civil War veteran seeks out and kills the five bandits who murdered his

father and brother and destroyed his property. A mediocre, revengeful western. Leading players: Rory Calhoun, Christine Miller.

Adults	15-18	12-15
Poor	Poor	No

**The Fuzzy Pink Nightgown**—United Artists. Direction, Norman Taurog. The fuzzy pink nightgown is long-sleeved, high-necked, shapeless, and completely incidental. Jane Russell plays a platinum-haired movie star who, on the eve of the premiere of her latest film, *The Kidnaped Bride*, is whisked into hiding by a mysterious pair. Her studio (with Adolphe Menjou as the harassed boss) will not admit the possibility of a kidnaping. To avoid being labeled a publicity seeker, Jane joins the confused pair of kidnapers in a conspiracy to make the mock kidnaping real. The comedy is played straight, coarse but forthright. The same material under more sensitive direction might have provided a meaningful, witty farce. Leading players: Jane Russell, Ralph Meeker, Keenan Wynn, Adolphe Menjou.

Adults	15-18	12-15
Matter of taste	Mature	No

**God Is My Partner**—20th Century-Fox. Direction, William Klaxton. Walter Brennan, a wealthy old physician, is brought to court by his two nephews because they feel his eccentric philanthropies prove him incompetent to handle his own funds. The doctor believes that by sharing with others we show our gratitude to God: Louie the Lump and an ex-convict are two who share his largesse. Although the theme is of value, neither script nor direction holds up. Leading players: Walter Brennan, Nelson Leigh.

Adults	15-18	12-15
Mediocre	Mediocre	Mediocre

**The James Dean Story**—Columbia. Direction, George W. George, Robert Altman. Little honor is done to the memory of a fine young actor in this pretentious documentary-type biography. Using a combination of live and still photography and tape recordings, the film includes interviews with his uncle and aunt, his grandparents, teachers, a restaurant owner and waiter who befriended him, and others who knew him. The picture purports to show the real James Dean behind the legend that has grown up since his untimely death. However, its awed approach and overblown commentary, dripping pathos, do nothing to dispel the aura that continues to surround him.

Adults	15-18	12-15
Poor	Poor	Poor

**Jet Pilot**—Universal-International. Direction, Joseph Sternberg. A curious combination of sportive love in the skies, as jet planes joyously chase each other, and clumsy love-making on land, as tender sentiments are crudely vulgarized. This is a Howard Hughes idyl of two flyers, a Russian and an American, who have wildly incredible adventures in both their countries. The picture begins with Russian agent Janet Leigh landing her plane in Alaska under pretense of fleeing Soviet anger. Leading players: John Wayne, Janet Leigh.

Adults	15-18	12-15
Matter of taste	Poor	No

**The Last Bridge**—Union Films. Direction, Helmut Kautner. A haunting, sensitively directed and acted tragedy of a German doctor—a woman driven beyond patriotic duty and love to serve the suffering men and women of the enemy. The action takes place in the Balkans toward the end of World War II. Maria Schell, the doctor, is serving as head nurse in a German field hospital. She is briefly reunited with her soldier fiancé when she is kidnaped by the Serbs and forced to give medical aid to their wounded. Twice she attempts to escape, although becoming ever more deeply committed to their desperate needs. Confusion and heartbreak accompany her devoted services until at last she has no more to give. Leading players: Maria Schell, Bernhard Wicki.

Adults	15-18	12-15
Excellent	Excellent	Mature

**Man of a Thousand Faces**—Universal-International. Direction, Joseph Pevney. One of the better motion picture biographies features James Cagney as the strange and tragic character actor, Lon Chaney. Born of deaf-mute parents, Chaney learned early the value of expressive action as a means of communication. His sensitive nature was deeply affected by the abnormal and by society's attitude toward it. Mr. Cagney does justice to the actor's frustrated personal life as well as to the too-brief scenes showing his make-up and the roles he played in his film triumphs. Leading players: James Cagney, Dorothy Malone.

Adults	15-18	12-15
Good	Mature	Mature

**Night of the Demon**—Columbia. Direction, Jacques Tourneur. What might have been an entertaining thriller about the

supernatural becomes second-rate science fiction with the close-up of a mechanical demon. Psychologist Dana Andrews goes to London to attend a convention about extrasensory matters. When certain persons highly interested in a mysterious modern magician suddenly die, Mr. Andrews goes after the magician. A well-played, well-directed film. Leading player: Dana Andrews.

<i>Adults</i>	15-18	12-15
<i>Fair</i>	<i>Fair</i>	<i>Fair</i>

**Omar Khayyam**—Paramount. Direction, William Dieterle. Quatrains from *The Rubaiyat* drip like honey over this Vista-vision melodrama describing the life of the Persian poet in routine melodramatic fashion. Tempted by a powerful political party to unseat the shah, dictator over eleventh-century Persia, Omar (Cornel Wilde) patriotically saves his ruler's throne, thereby losing his sweetheart to the shah. Though his poetry is idyllic, Omar's actions are both scientific and militant in the best heroic tradition of action pictures. Leading players: Cornel Wilde, Michael Rennie, Margaret Hayes, Raymond Massey.

<i>Adults</i>	15-18	12-15
	<i>Lavish action picture</i>	

**Outlaw's Son**—Columbia. Direction, Lesley Selander. Recent westerns have explored pretty thoroughly, if one-sidedly, the relations of gun-slinging fathers with their rebellious sons. Here gun-slinger Dane Clark nobly leaves home when falsely accused of murder. His son, however, becomes an ill-adjusted youth, bitterly ashamed of a killer father. When he learns the truth, he decides that he too will become an outlaw. This is the signal for Father to return home (though with a price on his head), and in the midst of gunfire heroics he sets his son straight. Leading players: Dane Clark, Ben Cooper.

<i>Adults</i>	15-18	12-15
<i>Matter of taste</i>	<i>Poor</i>	<i>Poor</i>

**Portland Exposé**—Allied Artists. Direction, Harold Schuster. A confused but vividly dramatic exposure of racketeers in Portland, Oregon. The film shows how a decent family can become almost innocently involved in racketeering. Where the police, or authorized law and order, fits in is not made clear. Leading players: Edward Binns, Virginia Gregg.

<i>Adults</i>	15-18	12-15
<i>Matter of taste</i>	<i>Confusing</i>	<i>Confusing</i>

**The Spanish Garden**—J. Arthur Rank. Direction, Philip Leacock. An old-fashioned story-book film about a lonely British diplomat serving in Spain and his selfish, possessive love for his small son. He loses the boy's affections when he denies him the understanding friendship of a young Spaniard. Colorful local settings, good acting. Leading players: Dirk Bogarde, Jon Whiteley, Michael Hordorne.

<i>Adults</i>	15-18	12-15
<i>Old-fashioned</i>	<i>Yes</i>	<i>Mature</i>

**Sweet Smell of Success**—United Artists. Direction, Alexander Mackendrick. Adapted by Clifford Odets and Ernest Lehman from the latter's story, this sordid melodrama about ultra-unpleasant people is brilliantly produced. Burt Lancaster plays a sinister, powerful columnist, enigmatic in his brutal actions. Tony Curtis is an unscrupulous Broadway press agent willing to commit any despicable act, even to planting dope on the innocent fiancé of the columnist's young sister. Photography, settings, and dialogue create a sharp, knowing atmosphere. Leading players: Burt Lancaster, Tony Curtis, Susan Harrison.

<i>Adults</i>	15-18	12-15
<i>Matter of taste</i>	<i>Mature</i>	<i>No</i>

**Tip on a Dead Jockey**—MGM. Direction, Richard Thorpe. A somewhat confused, old-fashioned melodrama with psychological trimmings. Robert Taylor, an ex-pilot and war hero who has lost his nerve, becomes mixed up in shady international smuggling operations. He asks his wife for a divorce and falls in love with the wife of his best friend, whom he sends on an almost fatal mission. Two minor characters who add interest are Gia Scala as the friend's wife and Marcel Dolio, the perpetual house guest, who gives a heavy-handed routine some original touches of humor. Leading players: Robert Taylor, Dorothy Malone, Gia Scala, Marcel Dolio.

<i>Adults</i>	15-18	12-15
<i>Routine melodrama</i>	<i>Routine melodrama</i>	<i>Mature</i>

**The Unknown Terror**—20th Century-Fox. Direction, Charles Marquis Warren. A shoddy horror film describes the growth of a threatening underground fungus that not only menaces the world but almost destroys the hero and heroine as they search subterranean caves for her lost brother. Leading players: Mala Powers, John Howard.

<i>Adults</i>	15-18	12-15
<i>Poor</i>	<i>Very poor</i>	<i>Very poor</i>

**Will Success Spoil Rock Hunter?**—20th Century-Fox. Direction, Frank Tashlin. No, but it undoubtedly will ruin the peace of mind of a number of television sponsors. The best part of this de luxe musical-type farce is the brilliant satirizing of television commercials and the men who create them. Tony Randall is the timid aspirant for success in the advertising business whose brainstorm throws him into the arms of screen star Jayne Mansfield—and at the same time makes him a nationally known figure. Leading players: Tony Randall, Jayne Mansfield.

<i>Adults</i>	15-18	12-15
<i>Clever farce</i>	<i>Clever farce</i>	<i>Mature</i>

**Woman of the River**—Columbia. Direction, Mario Soldati. With her fiercely proud, dynamic acting, Sophia Loren gives this soap-opera tale of sin and retribution (the unwed mother and the child who dies) a primitive sincerity. Settings in the country around the Po River are beautifully photographed. Leading players: Sophia Loren, Gerard Oury.

<i>Adults</i>	15-18	12-15
<i>Matter of taste</i>	<i>Mature</i>	<i>No</i>

## 16MM FILMS

**From Ten to Twelve**—McGraw-Hill. 26 minutes. Children's differing potentialities are emphasized in this study of the behavior and relationships of a group of children and their parents. Vigorous activity, humor, and occasional outbursts of feeling are typical of the wide range of reactions that characterize this age group. The film presents much valuable material of help in guiding parents to "cherish the uniqueness, encourage the assets, and seek out the abilities" of these youngsters.

**Kid Brother**—Mental Health Film Board, 13 East Thirty-seventh Street, New York, New York. 25 minutes. A young boy's bitterness at being "squashed" and submerged in the festivities of his brother's engagement party results in his "getting tight" on the champagne punch—a gesture of defiance to prove that "he is somebody, too." The film emphasizes the importance of recognizing the emotional needs expressed in teen-age behavior. Excellent as program material for teen-agers themselves or for adults concerned with helping and understanding them.

**The London of William Hogarth**—Contemporary Films. 24 minutes. An art film of distinction, using the drawings of William Hogarth, "the eighteenth-century social historian," to depict the comedy of British life in that period. Texture, detail, and facial expression are remarkable.

**Monkey on the Back**—McGraw-Hill. 23 minutes. This grimly realistic portrayal of a dope addict's actual case history is worthy of consideration even by high school audiences. It is the bitter picture of a confused, harried human being, inflicting a living death upon himself, losing family and friends, becoming a petty thief, and inevitably being taken to prison. Even more frightening than the story itself is the fact that only an infinitesimal percentage of addicts succeed in making a permanent break from "the monkey on the back."

**The Princess in the Tower**—Contemporary Films. 22 minutes. Beautiful color photography of the play-fields and woodland paths of a Connecticut village provide a lovely background for this story of a little girl's acceptance into a new neighborhood. Based on a choral poem for Camp Fire Girls, the delightful roundelay *Everybody Counts* is the high point of the film. While perhaps paced too slowly for all but elementary school groups, the film provides an excellent springboard for discussions of intergroup relations at that level.

**Stress**—McGraw-Hill. 11 minutes. The excitement of true scientific adventure lends heightened interest to this film depicting the new "stress" theory of disease. Using laboratory rats, the famed Dr. Hans Selye demonstrates how stress overstimulates the glands. An "alarm" reaction follows any attack on the body, such as illness, injury, or emotional pressure. We then see some of the startling results being achieved in this new field of medicine at the Institute of Experimental Medicine and Surgery, University of Montreal. Of particular interest are the sequences depicting civilization itself as the enemy that attacks the body and those showing the research being done to help the body react so as to "get back in balance."

**The Teens**—McGraw-Hill. 26 minutes. The charm of an "average" family is caught during a week end spent in a modest, comfortable suburban home where the atmosphere is one of patience and understanding. Teen-agers should find satisfaction in the sympathetic portrayal of the two sons and a daughter. Though sometimes bewildered and even belligerent at the restrictions imposed on them as they pursue such varied interests as sports, jazz sessions, hobbies, and dating, they remain basically sound, enjoyable young people.



## MOTION PICTURES PREVIOUSLY REVIEWED

**Abandon Ship**—Children, mature; young people, good for discussion of human values; adults, challenging.

**The Admirable Crichton**—Amusing.

**An Affair to Remember**—Children, no; young people and adults, matter of taste.

**The Apache Warrior**—Children and young people, poor; adults, western fans.

**The Bachelor Party**—Children and young people, no; adults, brilliant neo-realism.

**Bail Out at 43,000**—Children and young people, good; adults, fascinating.

**Band of Angels**—Children, no; young people, poor; adults, shallow melodrama.

**Beau James**—Children, very mature; young people, mature; adults, matter of taste.

**Bernardine**—Children and young people, good; adults, entertaining comedy.

**Boy on a Dolphin**—Fair; scenic background excellent.

**The Brothers Rico**—Children, mature; young people, routine; adults, routine crime melodrama.

**The Burglar**—Children and young people, mediocre; adults, matter of taste.

**The Buster Keaton Story**—Children, fair; young people and adults, excellent in part.

**Calypso Heat Wave**—Calypso fans.

**The Counterfeit Plan**—Children and young people, poor; adults, mediocre crime melodrama.

**Decision Against Time**—Very good.

**The Delicate Delinquent**—Children and young people, fair; adults, a misfire.

**Desk Set**—Children and young people, yes; adults, gay, light comedy.

**The Devil's General**—Children, no; young people, mature; adults, interesting.

**Dino**—Children, mature; young people, fair; adults, unpretentious picture with a social message.

**The DJ**—Children and young people, yes; adults, matter of taste.

**Edge of the River**—Children, no; young people, poor; adults, matter of taste.

**A Face in the Crowd**—Children, very mature; young people, mature; adults, powerful social melodrama.

**Fire Down Below**—Children, no; young people, mature; adults, matter of taste.

**Fury at Showdown**—Routine western.

**The Garment Jungle**—Children and young people, poor; adults, mediocre.

**Girl in the Kremlin**—Children, no; young people and adults, poor.

**The Golden Virgin**—Children and young people, no; adults, Crawford fans.

**The Green Man**—Children, mature; young people and adults, amusing farce.

**Harp of Burma**—Children, mature; young people and adults, excellent.

**A Hatful of Raia**—Children, no; young people, probably too mature; adults, good of its type.

**Hellicats of the Navy**—Fair.

**Hidden Fear**—Children and young people, poor; adults, mediocre crime melodrama.

**Hit and Run**—Children and young people, trash; adults, matter of taste.

**House of Numbers**—Children and young people, mature; adults, exciting prison melodrama.

**Interlude**—Children and young people, matter of taste; adults, glossy romance.

**The Iron Sheriff**—Good western.

**Island in the Sun**—Children, no; young people, mature; adults, overly elaborate story, beautiful settings.

**Jeanne Eagels**—Children, no; young people, mature; adults, mediocre.

**Joe Butterfly**—Fair.

**Johnny Tremain**—Excellent.

**Kronos**—Run-of-the-mill science fiction.

**The Little Hut**—Children, no; young people, poor; adults, dull.

**Lo, the Indian**—Children and young people, mature; adults, interesting semidocumentary.

**Love in the Afternoon**—Children, no; young people, sophisticated; adults, matter of taste.

**Loving You**—Children, mature; young people and adults, matter of taste.

**Man on Fire**—Children, no; young people, mature; adults, matter of taste.

**Man in Space**—Entertaining.

**The Midnight Story**—Children, yes; young people and adults, good murder mystery melodrama.

**Monkey on My Back**—Children and young people, no; adults, tense melodrama.

**The Monte Carlo Story**—Children, mature; young people, yes; adults, frivolous charm.

**Murder Reported**—Mediocre.

**Nasa**—Children and young people, no; adults, matter of taste.

**Night Passage**—Western fans.

**The Night the World Exploded**—Good science fiction.

**On the Bowery**—Children, very mature; young people, mature; adults, good.

**Pickup Alley**—Children, no; young people, poor; adults, matter of taste.

**The Pride and the Passion**—Excellent spectacular.

**The Prince and the Showgirl**—Children, mature; young people and adults, light romantic farce.

**Public Pigeon No. 1**—Excellent farce.

**Pursuit of the Gray Spae**—Excellent semidocumentary.

**Reach for the Sky**—Excellent of its type.

**The Rising of the Moon**—Children, very mature; young people, good but mature; adults, excellent of its type.

**Saint Joan**—Fair.

**The Seventh Sin**—Children, no; young people and adults, poor.

**Silk Stockings**—Children, no; young people, sophisticated; adults, lively musical farce.

**Something of Value**—Children, no; young people, mature; adults, powerful of its type.

**The Strange One**—Children and young people, mature; adults, excellent of its type.

**Tarzan and the Lost Safari**—Children and young people, entertaining; adults, entertaining of its type.

**That Night**—Children, mature; young people, tense; adults, tense, well done.

**This Could Be the Night**—Children, no; young people, sophisticated; adults, entertaining.

**3:10 to Yuma**—Good western.

**The Tin Star**—Routine western.

**Torero!**—Children, no; young people, mature; adults, excellent of its type.

**The Vintage**—Children, no; young people, mature; adults, fair.

**The Wayward Bus**—Children and young people, no; adults, matter of taste.

**Wet Back Hound**—Delightful.

**The Young Don't Cry**—Children, mature; young people, confusing; adults, uneven, off-beat melodrama.

Continued from page 14

Some authorities will contend that four quarters of schooling a year would press the pupils too much, that it might discourage them, and that acceleration could weaken the quality of education. Other authorities will differ. They may assert that besides accelerating education, extension of the school year would increase opportunity for counseling services and individual attention to meet children's needs.

On one difficulty, however, most people would agree: Unless the four-quarter plan is widely adopted, the young people who go through school under the plan and graduate from high school at fourteen to sixteen years of age instead of seventeen or eighteen will be out of their age group at college.

We in America have had some experience with year-round, four-quarter school attendance. Newark, New Jersey, operated such a system from 1912 to 1931, making attendance in the fourth quarter optional. Nashville, Tennessee, had a similar program from 1924 to 1932. Here also fourth-quarter attendance was optional; if a student attended only three quarters, he could choose which three.

There has been considerable debate as to the value of an optional four-quarter plan. Since the programs thus far offered were optional—and also isolated experiments—they do not have decisive bearing on the point. It is worth noting, however, that the Newark and Nashville plans received a high degree of acceptance when they were in effect. In Newark year-round enrollment ran as high as 75 per cent of total enrollment. In Nashville the summer enrollment at one time reached two thirds and usually exceeded half that of the regular school year.

### A Time for Experiment?

Today a regular year-round plan, staggered or not staggered, presents too many problems to permit its nation-wide adoption. But some round-the-calendar system is well worth trying. It is usually by experiment that difficult problems are solved. We are already experimenting with educational television and with the use of teachers' aides. Should the year-round school be tested widely? The question deserves searching consideration and debate.

On one thing there doubtless can be substantial agreement among responsible public leaders: There is nothing sacrosanct about the present, standard school year. It was developed for an America far different from ours. At one time many of the older farm children attended school chiefly in winter when they weren't needed on the farm. Their younger brothers and sisters didn't attend in winter, because roads and weather were bad. Instead they went to school in summer. In many farm families all able-bodied members stayed at home to work during late spring and early fall. In some of the larger cities, meantime, many children attended school almost the entire year. After the mid-nineteenth century, the terms of rural schools were gradually lengthened; those in cities, shortened. And recently the trend in the cities once again has been toward longer school years.

It may be that the current, standard school year, in which the school plant, the school staff, and the school facilities cease functioning for the summer, best meets our needs. If so, let's make sure. Let's not close our schools in summer just because it's the custom. If consideration and experiment convince us that we are in a rut, we can get out of it. If, instead, we find that we have solid reasons for keeping the same school year that is now standard, we can still consider means for using our school plant and staff more extensively for constructive, optional summer programs.

### I. PRESCHOOL COURSE

Directed by Ruth Strang

"Home-grown Character Traits"

(page 15)



#### Points for Study and Discussion

1. Discuss what reply might be made to a parent who says, "My two-year-old child isn't old enough to learn what's right and what's wrong."

2. Summarize some good ways to help a preschool child develop a friendly approach to people.

3. In the light of ideas gained from the article and your knowledge of children in general, suggest possible explanations for the children's behavior in the following situations:

\* Four-year-old Danny was sitting on the curb watching his brother and cousin, both six, playing ball. He asked them if he could play, but they said he was too little. So Danny went up to them and began to fight. The boys pushed him away and told him to "cut it out," but Danny paid no attention. He went right on punching. When other children do not let him do something he wants to do, Danny always picks a fight, even if he has no possible chance of winning. He never cries or runs to his mother to be comforted. He just gets sulky and goes off by himself.

\* At bedtime six-year-old Jerry, who was adopted at the age of two weeks, often has a temper tantrum. He screams "I don't want to go to bed!" "I don't want to take a bath!" "I don't want to brush my teeth!" "I want my daddy!" He throws himself on the floor, kicks at the door, and cries as if his heart were broken. His mother says, "Get up, Jerry, and get ready for bed." When he repeats his refusals, the mother says, "I'm going to get my brush (to spank him)." Jerry gets up but still cries, "I want my daddy." There is conflict between the parents about disciplining the child. If both would agree, Jerry would understand that whenever either parent tells him to do something, he is to obey. On the surface his temper tantrums seem to be a way of fighting back, but they may stem from a deep, pervasive fear.

Jerry is happiest when he is in his father's woodworking shop. When his daddy hammers and saws, Jerry hammers and saws, too. While Jerry is sawing a board, he says, "Watch me, Daddy. Watch me saw." His daddy replies, "Don't get in Daddy's way." Jerry keeps repeating his previous remark until his father says he will make him go upstairs to bed. At that Jerry starts a temper tantrum. When his father threatens to whip him, Jerry stops his crying and says, "I can saw like you, can't I?" The father says "Yes," and both of them continue sawing and hammering. Jerry seems to want his daddy to recognize his success. He wants to feel that what he is doing is important.

What character traits may be developing in these situations? Might the situations be handled more effectively?

4. In your experience with young children what effect has punishment had on:

- \* The behavior for which the child was being punished?
- \* His relationship with the person who punished him?

\* His feeling about himself—his self-esteem, sense of security, values, outlook on life?

5. What character development can reasonably be expected of a year-old child, a two-year-old, a child at the ages of three, four, five, and six?

6. Describe a child whom you consider outstanding in character. What conditions in his life seem to contribute to his good character?

7. Why is it unwise to make a little child always say "I'm sorry," "Please," and "Thank you"? What possible effects may a parent's constant criticism of a child have on his character development?

#### Program Suggestions

\* List on a chart or blackboard a few character traits that everyone agrees are desirable. Then consider each one from the standpoint of (1) the development of the trait that might be expected of preschool children of different ages and (2) conditions that would be favorable to the development of that trait.

\* If an experienced nursery school teacher is available, invite her to come to the meeting to demonstrate or describe methods she uses to develop character in preschool children—for example, taking turns playing with nursery school toys, letting other children use a toy one child has brought from home, taking responsibility for wiping up anything spilled, and so on. After the demonstration ask the teacher to sit in as consultant during a group discussion of how parents may similarly contribute to character development in the home.

\* Subdivide members into small groups. Use "Discussion 66" or a similar technique to bring out parents' questions on character development. These should be answered by a child guidance specialist or some other professional person who has been invited to the meeting.

\* Have a committee prepare in advance a chart listing the main points in the article. Ask members of the group to give illustrations and applications of each main point.

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## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"Ten-Point Protection Against Molesters" (page 7)



### Points for Study and Discussion

1. The article by Dr. Krush and Nancy Dornier deals principally with sex delinquents who molest children. With what other kinds of molesters have you been bothered? Have older children picked on your child or urged him into a fight for their amusement? Have older persons followed him or frightened him? What advice would you give to parents facing such problems as these?

2. Suppose your ten-year-old comes home with a report about some child in your community who has been molested by a sexual deviate. Or perhaps he has read newspaper accounts of such a happening. He is horrified but puzzled. How could we use the unfortunate occurrence to help him understand some of the rules for safety listed in this article?

3. In such situations as the following what suggestion would you give to try to fortify your children against being molested?

- Several children are going on a noontime picnic. They will walk half a mile along the highway until they come to the park.

- Two eleven-year-old girls are going to an evening movie. When the movie is over, they will walk part way home together, then separate.

- On Halloween the children will go to houses in the neighborhood for "trick or treat."

- Your ten-year-old son is taking an all-day bus ride to visit relatives.

4. The article lists several rules of behavior for meeting strangers on the street or playground. Suppose you make a point of emphasizing each one to your child on appropriate occasions. He will probably ask you why. "Why can't I thumb a ride? Other people do." "Why can't I accept when someone stops and offers me a ride?" You explain again and again that it is not safe. What effect do you think those rules may have on a child? Might he become fearful or suspicious of people? Act unfriendly to new acquaintances? Imagine things? You may feel that the line between protecting your children and causing them to be abnormally fearful is a very narrow one. The authors emphasize the need for healthy emotional development. How, then, can negative attitudes be prevented?

5. The article comments on the relation of comics, radio, and TV to delinquency or emotional maladjustment. With which of these statements do you agree?

- Incidents shown in the comics or on TV cause juvenile delinquency.

- Comics, TV, and radio episodes may suggest delinquent practices to a person already emotionally unstable.

- Parents should refuse to read or listen to thrillers of which they do not approve.

- Communities should eliminate objectionable books and magazines, movies, and TV and radio programs.

- Homes, schools, and libraries should provide a wide range of reading material to give children opportunities to make discriminating choices.

6. All or most of the rules of behavior listed for parents' consideration could be matched with rules for teachers. Try stating some of them.

7. The authors put great stress on sex education as a way of developing healthy, self-protective attitudes toward the sexual molester. Is there sex education in your school? If so, when is it given, how, and by whom?

8. Here are some quotable quotes from the article. What do they mean to you?

- "Not only are children with poor psychosexual development more apt to become deviates themselves; they are also more apt to be successfully approached by the sexual molester."

- "Even though our youngsters sometimes disobey rules, we are still responsible for establishing controls and expecting children to accept them!"

- "If we object too strenuously to certain programs, movies, or comics, we may only make them more attractive."

- "Parents should help the child realize that sex, like other basic life functions—eating, sleeping, playing—is perfectly normal."

- "Usually we should limit our remarks on sex to answering the child's questions."

### Program Suggestions

- The subject of this program is one on which the study group may feel itself uninformed and in need of an authority. Therefore you might want to invite a juvenile court officer, probation officer, police officer, or visiting teacher to meet with you, not for a formal speech but to answer questions. To start such a meeting, sometimes two or three persons are selected to "interview" the guest for a short time. Then others in the group can pick up the questioning.

You may wish to broaden the discussion so as to consider dealing with several kinds of molesters in addition to sex offenders: older children bothering younger ones, "gangs," drunk persons, adults who frighten or threaten children. Arrange for the group to break up into smaller groups, each to discuss molesters of one type: how to recognize them, what general practice can be recommended for dealing with them, and what to tell a child about them. After fifteen or twenty minutes the group might meet as a whole, to hear reports of the discussions.

- Other program possibilities include (1) securing an editor or reporter to speak on "A Newspaper's Responsibility in Regard to Children"; (2) asking an official of the city government, possibly a police official, to talk about the problems of cleaning up danger spots in a city; (3) conducting a panel discussion on sex education.

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### III. COURSE ON ADOLESCENCE

Directed by Evelyn Millis Duvall

"What Young People Can't Talk Over with Their Parents" (page 18)

#### Points for Study and Discussion

1. Dr. Dubb  finds that the topics which give fewest young people trouble in talking to parents are, in order of the percentages of boys and girls listing them:

Topic	Found Troublesome By
Car expense .....	16.0%
Jobs and summer work .....	22.5%
Entertaining friends .....	23.0%
Political and civic matters .....	24.5%
Social behavior .....	24.5%

Thus we see that fewer than one out of four nineteen-olds say they have trouble talking with their parents about these five areas. Are they the topics that, in terms of your personal experience, are easiest to talk over with growing sons and daughters? What other subjects do you find comfortable to discuss with your own adolescents?

2. Why is it, do you suppose, that questions of sex and petting, marriage, and engagement are so difficult to talk about for such a large percentage of freshmen college students? Are these the things that young adolescents find most difficult to discuss with their parents? In your own home can discussions of these emotionally charged subjects take place easily between you and your children? Is there a connection, do you think, between the ability of adolescent young people to talk about sex with their parents, and the communication that takes place between the generations early in the child's life—the asking and answering of questions, for instance?

3. Your author has found that two reasons young people themselves give for not being able to discuss things easily with their parents are (1) conservatism of the parents ("old-fashioned"; "they object to more modern ideas and ways of doing things") and (2) fear of scolding and punishment. From the point of view of the parents' generation are there other obstacles that seem to loom large? Is there anything parents can do to keep up to date? What have you found that helps keep lines of communication open between you and your adolescent children?

#### Program Suggestions

\* Arrange for a panel of older, more articulate high school students to meet with your group. Ask them to explore with you the general topics they find hardest to talk over with their parents now and those they found difficult when they were young adolescents. Ask them to tell you, if they can, why they find certain things hard to discuss with their parents, what it is that parents do which

blocks off their children's confidence; and what might help keep communication flowing freely between the generations in the family. Leave time in the latter half of the period for a discussion of the panel's presentation as well as of further points that you parents want to include. (Warning: Do not let the session become preachy. Rather, try to keep it light and pleasant and free for any and all opinions.)

\* Role-play a series of situations in which parents find themselves bewildered by their adolescents and at a loss for words. Start out with one in which a parent might want to get the help of the group—along the lines of "What would you do if . . ." Have a member volunteer to role-play the adolescent(s) involved, with other members of the group taking the role of the parent(s) in the situations. Play out each situation two or more times, to allow for suggestions from the group about the various ways in which the situations might be handled. Discuss freely during and after the actual role-playing.

\* Ask the school guidance teacher, or some other adult who has the confidence of young people, to talk to your group on ways of establishing and maintaining rapport with adolescents. Request special help in talking about sex and sex problems with teen-agers, since these apparently are the most difficult topics of all for parents and youth to discuss. List on the blackboard, for the guidance expert, the questions, announcements, or statements young people make that most frequently disturb their parents. Then ask your guest to respond as he ordinarily would to each of these situations with adolescents. Discuss the suggested approaches, as well as further points having to do with building and keeping mutual confidence among members of the family.

\* Review a standard work on sex and marriage for young people—such as was discussed last month in your study guide—for ways to gain poise in talking with adolescents about what it means to grow up, become a man or a woman, and plan to marry and have children.

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#### IMPORTANT NOTICE

Please make the following changes in the sequence of articles listed in your program leaflet, *Growing Up in Modern America*, under "Adolescent Course":

3. Two-Job Mothers (November)
4. Is Dating So Different Today? (December)
5. Is Youth Lost in the Wilds of Suburbia? (January)





## PROJECTS AND ACTIVITIES

### *Better Vision for Beaver Falls Children*

SHE WAS A PRETTY LITTLE GIRL with blue eyes sparkling through new glasses and a perky bow in her blonde hair. She swished into the schoolroom where volunteer P.T.A. members were rechecking the vision of several children in the visual screening program of the Beaver Falls, Pennsylvania, elementary schools. The volunteers looked with surprise at Linda's glasses. Ten days earlier this fourth-grade youngster had made unsatisfactory responses to five visual tests. That didn't account for the glasses, though, because only Linda and the women giving the tests knew of her difficulties. But here she was, wearing corrective lenses before the school had advised her parents to have her eyes examined professionally. What had happened?

We admired Linda's glasses and asked her how she happened to get them.

"Well, I went home and told my daddy about the tests," she explained. "I told him I couldn't see those things very well, and some of them looked blurry. He says he knows all about what the P.T.A. is doing and it's fine. And he took me to the eye doctor, and I got these. I can see fine now."

How right Linda was! With glasses she responded satisfactorily to all five tests. Linda's delight was adequate reward for the women working in the schoolroom, but they were not surprised. Seeing things sharply and clearly usually makes children happy. Nor were they surprised at the reaction of Linda's father, for the visual screening program conducted by the two P.T.A.'s that serve the six elementary schools of Beaver Falls is well known and appreciated by the community.

Before the program started, Beaver Falls children had their vision tested only twice during their six years of elementary school, once in the first grade and once in the third; and even then they had only the distance-vision test required by the state. In October 1955 the College Hill Parent-Teacher Association decided that a more complete visual test would be desirable. As a first step, the association asked

Lillian Hinds, reading supervisor for the public schools of Euclid, Ohio, to discuss sight testing at a meeting to which Beaver Falls P.T.A. members were invited.

#### **Sight and School Success**

If a child is to do well in school, he must be able to see well, Miss Hinds emphasized. Because a child's reading performance depends in good measure on his vision, all children should have their eyes tested at frequent, regular intervals. A more accurate and complete picture of a child's visual capacity is needed than that obtained from a test of distance vision alone. She described the "Euclid Blueprint for Visual Screening," designed for this purpose and available from the board of education, Euclid 23, Ohio.

A successful visual screening program, we learned, requires the cooperation of many people. Fortunately for the Beaver Falls program, enthusiastic support came from many sources. From the board of education came ready permission for the P.T.A.'s to undertake the project. From school superintendent Lawrence D. Smith came constant encouragement as well as practical assistance in many forms. At a special

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meeting Dr. Smith and a P.T.A. committee described the proposed project to all the eye specialists in the community. The ophthalmologists and optometrists gave it their approval and agreed to participate.

It was the task of this professional group to select tests, devise records, train volunteers to administer the tests, evaluate test sheets, and prepare recommendations for parents. They named a chairman, upon whom P.T.A. workers could call for advice and information. Teachers and principals gave generous assistance. School nurses helped the units get started, assisted in training volunteers, and were responsible for following up recommendations.

The call for volunteers brought a response that cheered the two general chairmen and the six school building chairmen. The volunteers were trained. Equipment was ready. Then suddenly the awesome responsibility of testing 1,378 children struck everyone at once. Little, wordless currents of doubt passed from one worker to another. Difficulties appeared. "How can we possibly schedule all the volunteers?" "How can we do all that paper work?" "What will we do if a volunteer fails to come?" And then the enticing idea of delay stole soothingly in. "It's too close to the Christmas holidays. Let's wait until the first of the year." We were near to losing our nerve.

### Doing Disperses Doubts

Dr. Smith sensed our faltering. Characteristically he gave us the nudge we needed. "Why not get started before the holidays?" he asked one day. "You've made your preparations. Enthusiasm is high. Why not begin now?"

And we did. Once the testing started, fears vanished like snow in April. Building chairmen supervised work schedules, checked test sheets, and acted as receptionists. The general chairmen handled the paper work and made all contacts with the profes-

sional committee. With volunteers contributing an average of nearly eleven hours apiece, children in all six grades were tested.

The school system possessed a certain number of the testing devices; additional equipment was borrowed from cooperative surrounding communities. In this way equipment for running two testing crews simultaneously was available. At the same time the two P.T.A. units began testing grades one through six in their own districts. In general, mothers who had volunteered worked in the school their own children attended. Interestingly enough, several volunteers found the work so fascinating that when the tests in their building were completed, they offered to move along to the next school.

When a quantity of test records had been accumulated, the eye specialists met to check them. If a child had failed any test, he was rechecked. If he failed again, it was recommended that he be examined by the family's eye doctor. After a reasonable length of time school nurses did a follow-up to see whether the parents had carried out the recommendations. Through the generosity of the Lions Club, glasses were provided for children whose parents could not buy them.

Out of this first year's program of visual screening came information for work in future years. During a four-and-a-half-hour testing day, thirty to forty children could be tested. Naturally the tests moved faster in the upper grades than in the lower grades. Therefore it was more practical for new workers to start with older children and proceed from the sixth to the first grade. Working in one room, the women found that they could not chat while the testing was going on. And, sad but true, "Mama" could not bring "Little Brother," the preschool member of the family, along with her.

Obviously the visual testing program is a fine thing for the children of the community. But what about the parent-teacher associations? How do they feel? A job well done? Mission accomplished? Yes, that—but much more. Most of the women who worked on the program had never had such close contact with their children's schools and the people who work in them. The parent-teacher relationship flourished. Not only did the volunteers get to know their schools; they got to know each other. They shared the joy of working together for a common good.

Best of all, the visual screening program is a real community project, bringing together school personnel, eye specialists, parents, civic leaders, other citizens, and children. It has renewed our awareness of how deeply the welfare of children touches the hearts of men and women. We know how generously the people of our community—professionals and laymen alike—will contribute their time and skills to assure children's well-being.

—VIRGINIA BARBER  
Past President, Beaver Falls P.T.A.

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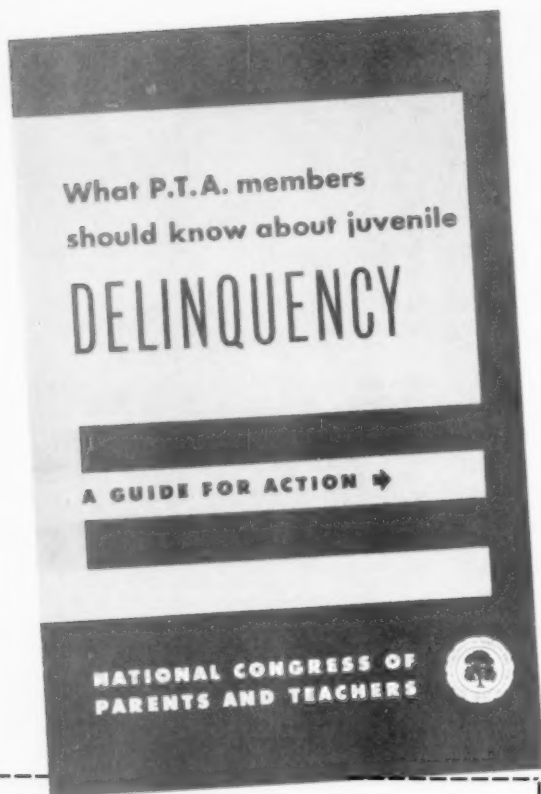
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